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ABSTRACT

This report focuses on the three themes of the 1991 White House Conference on Library and Information Services, i.e., Democracy, Literacy, and Productivity. The report begins with an introduction by State Librarian Ray Ewick and a summary of the conference activities. Executive summaries of remarks made by speakers during three general conference sessions and two dinner sessions are then presented. Speakers included Governor Evan Bayh, Arthur Meyers (Hammond Public Library), Edward Jenkinson (Indiana University), George Averitt (Michigan City Dispatch), Randall Shepard (Indiana Supreme Court), Graham Toft (Indiana Economic Development), Jerry Paar (Indiana University Purdue University), Linda Wolfe (Wolfe Business Research Corporation), Ray Ewick (Indiana State Library), Douglas Roof (Department of Employment and Training Services), Leah Lefstein (Indiana Youth Institute), Andrew Venable (Gary Public Library), Michael Hawley (Massachusetts Institute of Technology), and Thomas J. Mullen (Earlham College). Thirty-five final resolutions voted on and accepted by the conference participants are followed by three discussion papers addressing the themes of the conference and responses to these papers. The papers were presnted by Arthur S. Meyers (Democracy); Emily Mobley (Productivity); and Catherine Gibson (Literacy). Concluding the report are lists of the delegates to the Governor's Conference and the White House Conference and contributors to the Governor's Conference. Appended materials include additional information on the Governor's Conference, information on computerized information services in Indiana, and conference forms and worksheets. (MAB)

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Libraries-Link To Learning

Final Report

Indiana Governor's Conference on Libraries and Information Services

November 16-18, 1990
Union Station Holiday Inn
Indianapolis, Indiana

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Acknowledgements

The Indiana Governor's Conference on Libraries and Information Services would not have been possible without the hard work, dedication and good faith of several individuals.

Governor ***Evan Bayh,*** who lent his name and the support of his office in calling the conference,

State Librarian ***C. Ray Ewick,*** who began the planning for the conference and led planning efforts for two years,

The staff of the Indiana State Library who gave the conference so much of their energy,

Jean Jose and ***Carl Beery,*** who co-chaired the planning committee,

Martha Roblee, who, with ***the staff of the Extension Division,*** coordinated much of the work of the volunteer committees, including preparing delegate information, printing discussion papers, and working with virtually every individual volunteer, and ***Martha Ringel,*** who typed it all,

Martha Catt, who chaired the public relations committee and commissioned discussion papers, organized the resource center, and handled conference publicity,

Beverly Martin, who chaired the program committee which worked out every detail of the conference program, including selecting and training the moderator, keynoters, facilitators and recorders,

Nancy Dowell, who chaired the resolutions committee which set rules for selection of delegates and for the operation of the conference itself and worked with her committee through the nights to present draft resolutions to the delegate assembly,

Jim Mullins, who chaired the fundraising committee which ensured that the expenses for the 200 delegates attending would be paid and that word of the conference reached grantsmakers and libraries around the state,

Arthur Meyers, Emily Mobley, and ***Catherine Gibson*** who wrote the theme discussion papers, and Representative ***Anita Bowser, F. Gerald Handfield, Jr.,*** Senator ***Edward Pease, Charles Sim, Stephen Thrash, H. Dean Evans, Dr. Larry Mikulecky,*** and ***Suzannah Walker,*** who wrote responses,

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Dr. Kenneth Gladish and ***the staff of the Indiana Humanities Council,*** who understood the important role that libraries play in preserving and disseminating information for democracy, literacy and productivity, and handled the finances for the conference,

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Patricia White, the parliamentarian,

Sandy Hunt, administrator of the conference, who worked tirelessly to make the conference run smoothly, and finally,

the delegates and alternates, one-fourth of them librarians and three-fourths volunteers, who dedicated three days and nights to improving Indiana libraries.

It took an incredible amount of thinking, planning and sheer hard work to make the conference a reality. These proceedings testify to that hard work; the resolutions speak for themselves.

Funding for the Indiana Governor's Conference on Libraries and Information Services was provided in part from Library Services and Construction Act (LSCA) funds.

Cover design by Martha J. Ringel

Libraries—Link To Learning

Final Report

Indiana Governor's Conference on Libraries and Information Services

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

Prepared by
Jane E. Henson

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Charles Ray Ewick, Director

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INDIANA
REFERENCE AND LOAN

September 5, 1991

Dear fellow Hoosiers;

With this letter I present the proceedings of the 2nd Indiana Governor's Conference on Libraries and Information Services. In the twelve years since the first conference, a great deal has changed in the world in which we live, particularly in the strides in technology. That first conference helped focus attention on the problems libraries were facing, particularly in areas of networking and technology. The work at implementing the resolutions over these twelve years has not eliminated all the old problems or prevented new ones. This time, the themes of Democracy, Literacy, and Productivity provided discussion from which a future state information policy might be developed.

This second conference could not have taken place without the assistance of many librarians and public spirited groups and individuals, especially the Indiana Humanities Council. However, the contributions of the organizing committees, the financial sponsors, the thoughtful speakers, and the facilitators would not have been fruitful were it not for the dedication and productivity of the conference delegates to discuss, debate, and come to consensus on major issues facing Indiana libraries in the next ten years.

It is my belief that these proceedings summarize the background presentations, describe the technical processes to hold the conference and present the final resolutions. What cannot be captured in this document, is the spirit in which the delegates addressed the issues, their commitment and intellectual honesty and feelings for the library and information needs of Hoosiers.

One of the weaknesses of the first conference was in not sufficiently planning for implementation. This time funds were raised and plans made to work toward implementation of the Governor's Conference and appropriate White House Conference resolutions. This document then, is not a final report, but rather an interim report and a beginning of the implementation phase. With the continued assistance of the delegates, the sponsors, and the libraries we will move forward toward solutions. Much remains to be done, together.

~~Ray~~ Ewick

Ray Ewick

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Conference Summary

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

Libraries – Link To Learning

Indiana Governor's Conference on Libraries and Information Services
November 16—18, 1990
Holiday Inn Union Station, Indianapolis Indiana

Conference Summary

The Indiana Governor's Conference on Libraries and Information Services convened Friday, November 16, 1990 and continued through Sunday, November 18, 1990. The theme of the Conference was "Libraries—Link to Learning." Three general sessions were held focusing on the themes of the 1991 White House Conference on Libraries and Information Services, "Libraries for Productivity, Literacy, and Democracy." A fourth session featured the Resolution Committee Presentation. Besides the general sessions, ten concurrent group discussion meetings were held. Each group discussion meeting included a discussion leader, recorder, resource person, and delegates. The discussion meetings followed each general session that spoke to a conference theme. The purpose of each discussion session was to develop five ideas that could be carried forward in an issues report and submitted to the Resolutions Committee. A master list of resolutions was prepared for November 18, 1990 where the resolutions were discussed, amended, and voted upon.

Background and Planning for the Conference

Planning for an Indiana Governor's Conference on Libraries and Information Services began in the spring of 1989 when State Librarian C. Ray Ewick appointed a pre-planning task force. The task force selected the theme for the conference "Linking through Lifelong Learning," as well as its date and location. They laid out the structure of the planning committee and subcommittees needed to carry forward detailed planning for the conference. More than 100 volunteers, including library professionals and interested citizens from around the state, participated as members of the fundraising, local arrangements, program, public relations, and resolutions committees and their various subcommittees, or worked at the conference.

For more than a year, the planners worked to structure the conference to ensure the best participation from each of the four groups represented - library and information professionals, library advocates, government officials, and citizens. The resolutions committee reviewed nominations from more than 450 individuals and selected 200 delegates and 12 alternates. Delegates represented the widest possible range of viewpoints, backgrounds, income levels and age groups. They came from every part of the state. Their reasons for attending the conference could fill volumes; their commitment to Indiana libraries would be hard to equal. The resolutions committee drafted formal rules for the conference to be adopted by the delegates at their first working session.

All the programs and processes of the conference were focused toward the final result - resolutions adopted by the delegates which could be forwarded to Governor Evan Bayh and selection of 12 delegates and 4 alternates to carry the Indiana resolutions to the White House Conference on Libraries and Information Services held in Washington D.C., eight months later, in July 1991.

The public relations and program committees worked together to commission discussion papers in each of the three theme areas - democracy, productivity, and literacy. The three papers were written by Indiana librarians. The papers and responses to them by well-known Indiana figures (included in this volume) formed the centerpiece of delegate education before the conference. They were also distributed to every library in the state with suggestions for using them with governing boards, staff, and community groups.

At the conference, keynote speakers were carefully chosen for each theme to present different viewpoints and to help delegates frame the issues in their own deliberations. Following each theme keynote session, delegates broke into small groups for detailed discussions of the issues and drafting of resolutions.

By the end of the second day of the conference, the resolutions committee had received draft resolutions from each discussion group on each of the three themes, sifted through them, and edited resolutions to present to the delegates for adoption. Debate in the topic discussion groups and the final session was lively and articulate. Divergent viewpoints often coalesced into broad themes. The resolutions covered services offered by

every type and size of library, clientele from infancy to old age, and information issues from access to privacy and security.

On the final day of the conference, weary delegates wrestled with subtleties of language and intent and succeeded in approving the 35 resolutions included with these proceedings. They also elected delegates and alternates to represent them at the White House Conference on Libraries and Information Science.

Executive Summaries

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

Opening Session Welcome

by Governor Evan Bayh

"...I didn't hesitate to call the Conference [on Libraries and Information Science] because I know it's a very important one...

Let me make a few observations. I just this morning met with a group of chief executive officers from a company that employs about 8,000 people across the state of Indiana. One of the most important issues confronting our society today is how do we become more productive as a society. We are in international economic competition. I'm convinced that one day the historians will look back upon the close of the twentieth century and the dawn of the twenty-first century and they're going to identify a shift from the era of international superpower military conflict to an era of increasingly intensive economic conflict and competition. The societies that can protect the health of their democracy, their standards of living, their way of life. . .will be those that compete and produce and succeed in that world of more intense economic competition. Information is vitally important. It's been said over the last couple of decades that we're living in an information society. That is absolutely true. If you can't provide the information on a timely and accurate basis, obviously you are at a competitive disadvantage. All of you here today, as information service professionals, can play a very important role for local businesses and industries across the state. . .We know that you play a vital role and that will be recognized during the years to come.

In addition to that, the role of information and libraries is critical to fighting what is really an unfortunate plague across the land. It's something that my wife Susan has chosen as her primary cause as First Lady - fighting against the scourge of illiteracy, the 700,000 adult men and women, much like any of us here in the room today, who would have trouble reading the program of this conference, who would have trouble picking up the morning newspaper. Obviously, when you have trouble reading and writing you have trouble unlocking the door to learning. You have trouble being an effective participant, not only as a productive employee but as an informed decision maker in the increasingly complex society in which we live.

The role that all of you here today play in helping to fight that battle is vitally important. You can literally light candles of golden opportunity for individuals who today are living in a world of information darkness. Your role in continuing the battle against adult illiteracy is vitally important both to the individuals that we seek to help and to the society in which we hope they will participate.

Thomas Jefferson, one of my particular heroes, once wrote something that I think was absolutely right. He said that 'The society that expects to be ignorant and free is expecting something that never has been and never shall be.' Jefferson understood very well the unmistakable connection between the quality of information and learning and knowledge that we provide to our citizens and the health and vitality of our democracy. That's more true in this day and age with the complexity of the issues which the electorate must address. And so we not only deal, when we talk about information services, with economic productivity; we not only deal with such basic building blocks of decent livelihood as literacy and

access to information, but we deal with the vitality of our very democracy itself. I am very grateful to each and every one of you because there is no better defense than an enlightened citizenry; and that, after all, is your primary mission.

I urge you to cooperate together. I know there are occasionally different points of view about tackling some of these challenges and issues. We intend to be a full partner in this process; helping where we can, advising where we can and always having an open ear to your problems and the challenges that confront those of you in information services professions.

I would like to thank you for having me today and conclude by saying...[we are] very, very grateful for the pivotal functions you play in helping to relate to the citizens of Indiana. To my way of thinking, there are no two better engines for an enlightened community than a well-run public newspaper and a well-run public library and other access to information services. Having said that, as Governor of our state, I would like to thank you. I would like to welcome you. I look forward to working with each and every one of you".

"The libraries of America are and must ever remain the home of free, inquiring minds. To them, our citizens—of all ages, races, of all creeds and political persuasions—must ever be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expediency."

Dwight D. Eisenhower
Letter to the American Library Association's Annual Conference, 1953

GENERAL SESSION ONE

DEMOCRACY

Executive Summary of Remarks Made By
Arthur Meyers
Hammond Public Library
Hammond, Indiana

Libraries are vital to a democratic society. However, to understand the role that libraries and information services play in a democracy today, one must be aware that there are several trends reshaping the United States in the 1990s. These trends portray:

- a maturing population
- a mosaic society with a multilingual, multicultural work force
- a continuing, expanding, information society
- greater national and international cooperation
- a return of social activism
- an increase in business ethics.

Libraries play a crucial role in the nation that is evolving in the 1990s. The libraries fall into any one of three categories: school libraries, public libraries, and academic/research libraries. Each plays a critical part in serving the information needs of a changing population.

School libraries and public libraries can show children how to broaden their information horizons and become intelligent consumers of facts and opinions. The libraries can help prepare children to become thoughtful and informed citizens who can participate successfully in democracy.

Public libraries need to stand ready to provide adults with open and ready access to all information. Adults in a changing world need help to gain empowerment. The library can show adults how to unlock the door to the world of ideas.

Academic/research libraries help preserve the rich treasure of past ideas and knowledge. The research facility also invests in ways to provide access to current data. The people who use their services have requests common to the advanced learner.

The challenge of funding affects Indiana libraries at all levels. The libraries of the state have to work cooperatively to devise ways to deal with censorship issues, to understand the impact of technology on information, to create ways to manage the issue of free access to information versus fees for information, and explore ways to use people and technology more efficiently and effectively.

Executive Summary of Remarks Made By
Edward Jenkinson
Indiana University
Bloomington, Indiana

One must take risks in a democracy. When people vote for a candidate to hold office, they are usually happy with the person holding the office until that individual does something with which they do not agree. Then the cry becomes "throw the rascal out."

After some 20 years of experience in the field of school library censorship, three issues have become critically evident:

- it makes little difference whether school boards/committees are elected or appointed when it comes to the issue of censorship;
- the electorate pays little attention to local school board/committee elections;
- it is easy for small, vested interest groups to get elected to local school boards.

Two groups, the National Association of Christian Educators and the Citizens for Excellence in Education, have made it their national goal to change American schools. The objective established to achieve this goal is to have one member of either organization elected or appointed to every school board in the United States. The two organizations have grown and their impact on American school libraries and curricula has been felt. The impact of a single individual with a specific goal can be tremendous.

Censorship goes on in all parts of the country. Books are burned, mutilated, removed from the shelves of school and public libraries, and even shot. Major reading series are challenged and removed from approved state lists. Closet censorship continues daily and occurs everywhere. Lives are threatened.

Those who seek to censor materials, either as individuals or acting in groups, have learned to target the people at the top of an organization because those in charge respond unilaterally to pressure. The would be censor(s) will call a principal rather than work with a teacher to resolve the concern they have about specific material in relation to their own child.

Citizens in a democracy have the right to object and complain about curriculum materials and library books. However, those rights are limited solely to their own children and do not extend to any other children.

It is incumbent upon school libraries and public libraries to provide a mechanism for people to complain about books and other materials. However, additional vehicles must be in place to evaluate books and materials using fair and complete sets of criteria/guidelines. Policies dealing with selection, evaluation, and removal need to be comprehensive.

Citizens need to understand what libraries are. Libraries must cultivate support groups and help those groups stay informed about what is happening in the community.

Democracy not only has risks but also carries with it responsibilities—one of which is the necessity to speak out. Citizens need to be free to read, free to challenge, free to question, and free to think for themselves. Librarians must make it possible for all to read widely so that citizens may have thoughts of their own and the courage to speak out when it is necessary.

Executive Summary of Remarks Made By
George Averitt
Michigan City Dispatch
Michigan City, Indiana

The beachhead of the public library is eroding. Libraries contribute to democracy, productivity, and literacy; therefore, they need more money.

John Kenneth Galbraith once stated that the rich can buy books, the merely rich can buy paperbacks, and the poor go to libraries. Today, however, it is the middle class who uses libraries. It is the middle class mother who brings her youngsters to the story hour; it is the middle class adult who attends the film series; and it is the middle class patron who checks out the art prints. This represents a small percent of the total population.

What the library perceives to be the needs of the remainder of the population in terms of library services is not always what that population wants. Newspapers today face this same dilemma. Newspaper editors and reporters think that the public wants good reporting of important national and international issues along with thoughtful analysis. However, what the public really wants is very detailed coverage of local events complete with plenty of names and pictures. As a result of this tension, newspapers look to an uncertain future just as libraries do.

Today's library has many more items in its collection than simply books. The library's collection has expanded to include audio and video tapes, films, pictures, and computers. There are book clubs and coupon clubs vying with the local historical society and public issues forum for the library meeting room space. However, as the library has worked to provide these additional materials and services to the public, has it also managed to stem the loss of readers? It can be shown that many people do not read because they do not like to read. Many in the baby boom generation use newspapers for grocery coupons, obtain videos from rental stores, and do not use libraries or read.

Technology will not turn around the erosion of readers. The information age is dominated by video and computer technology which makes for a less democratic society rather than for a more democratic one. The future becomes dominated by single issue politics that transcend public interests.

The future of public funding for libraries is not optimistic for many reasons:

- there is less tax support for libraries
- the middle income group is fed up with taxes
- legislators are looking at many issues: health care, educational reform, savings and loan bailouts, etc.
- with the emerging democracies abroad there will be less federal government involvement in American domestic issues
- a balanced budget amendment is on the horizon.

Libraries will become dependent on other sources of income/funding. The free access to information versus a fee for information issue will fade. There will be a need to continually look for funding sources and still serve the poor who cannot pay. The growing movement to privatize government services will play a role. It will be imperative to become more efficient using fewer dollars. Librarians will become more accountable to the public whom they serve. In the decade ahead, libraries will have to change to meet the challenges and to survive.

Executive Summary of Remarks Made By
Chief Justice Randall Shepard
Indiana Supreme Court
Indianapolis, Indiana

I have served nine years as a library trustee and am currently responsible for overseeing the fifth largest law library in the state of Indiana, a library with 85,000 volumes that serves all branches of government.

Arthur Meyers' comments were very important. The new technologies may rescue libraries but it is critical to remember that most of the world's knowledge will not be converted to compact disks (CD-ROMS). Instead that knowledge is and will continue to be in book form. The importance of the printed page will not diminish and stewardship over those pages must continue to be diligent.

Edward Jenkinson's remarks about shooting books bring back memories of New Haven, Connecticut in the late 1960s and early 1970s. The Yale community was very active in the student movement at that time. There was a commitment to the issues of the day. However, an incident of setting fire to books in the library brought the movement into question and caused people to reflect upon what was happening. To question government policy was one thing but to destroy books and the ideas and knowledge they contained was something far more serious.

George Averitt brought up issues arising out of the use of technology and called into question our understanding of what has occurred. The Indiana Supreme Court has spent considerable time researching the impact that using video tape instead of printed pages might have in creating records of evidence in trials. It is a very difficult and complex issue to assess. Shifts in technology seem to change values in society.

In looking at the role libraries play in a democracy, there are three areas that will be the focus of my remarks:

- patrons and democracy
- libraries and accountability and democracy
- stewardship and democracy.

Who are the library patrons? Public schools and public libraries represent two ends of a continuum. The public schools represent the compulsory or mandatory aspect of society. They are the engine for a uniformity of understanding, a leveling point. Public schools take everyone and everyone attends. The schools work to focus on a mainstream, common denominator.

The public libraries represent the free will portion of society. People come to the library because they want to. Library patrons have a more serious commitment to the world of ideas; they are connected to democracy, and they become stakeholders.

Libraries that spend time trying to serve those who must be pulled into the library do not actively serve those who are thirsty to be there. This commitment has an important impact on collection building, the services that are offered, and where libraries are located.

What accountability do libraries have in a democracy? Until recently there were two units in local government that were not held accountable. Those units were the county welfare board and the public library. The reason that libraries were not held accountable was because they did not need to be political. Today a policy of no interference

leads to no responsibility which leads to no help (funding). If libraries push state legislators and local government away, then these groups will simply put their priorities elsewhere. There are many competing interests waiting to ask for help. Libraries need to understand how they can benefit from working with state agencies and local municipal boards and councils.

What are the issues of library stewardship and democracy? Libraries cannot be Waldenbooks. Libraries have a responsibility to watch over and preserve past knowledge. Cultural barbarism cannot be tolerated. The decisions ahead are difficult because they involve library users and democracy issues. There has to be a way to retain and preserve materials from the past along with serving current patrons' desires to read the popular writing of today.

Now knowledge—not minerals or agricultural products or manufactured goods—is the country's most precious commodity, and people who are information literate—who know how to acquire knowledge and use it—are America's most valuable resource.

Final Report January 1989
American Library Association
Presidential Committee on Information Literacy

GENERAL SESSION TWO

PRODUCTIVITY

Executive Summary of Remarks Made By
Graham Toft
Indiana Economic Development
Partners in Education
Indianapolis, Indiana

The United States is still the most productive and largest mass market in the world economy. Since the mid-1960s, American productivity growth has slowed while that of Japan and the Federal Republic of Germany has expanded considerably. The problem of decreasing productivity is significant at the national level. In the state of Indiana where the state's per capita income is 6.5% below the U.S. average, the decline in productivity is severe.

There are several reasons offered that attempt to explain why the United States is less productive today than other nations. The explanations include laws, regulations, investment, education, learning, labor, and management. There is really no one single cause. While the country is seeking causes, changes continue to occur and rules are altered.

Today's economy is evolving. The world is in the midst of a revolution not unlike the Industrial Revolution as nations change manufacturing economies to information economies. The first economic changes came with the Industrial Revolution as the world moved from an agricultural base to an industrial base. Within the Industrial Revolution, an evolution occurred as technology moved forward. In the 19th century, factories were located near the source of energy. With the coming of electricity, it became possible to move the factory away from the source of power. Mass manufacturing began to grow and large numbers of workers were employed to produce the products. It was at this time also that the Frederick Taylor method of management began. The responsibility to oversee the laborers was delegated to large numbers of middle managers.

Currently, the Taylor method is being phased out in favor of thinning the middle management work force. Technology has allowed this to occur. Fewer managers are needed to oversee the laborers who are seen as not requiring that kind of supervision.

The next workplace evolution has taken place with the coming of the information/

technology revolution. Digital communication and networks have made it possible to decentralize work even further. Americans are still moving out of urban areas, and work place sites are moving along with them. Companies are seeking places that offer the good life, good public education, adequate government services, and good sources of skilled workers.

The next decade will see a complete reversal of what has occurred in the past. There will be a movement toward a new localism. Solutions to problems will be worked out locally because the state and federal governments will not help.

The conclusions that can be drawn from the changes that are taking place involve three strategic resources: economic intelligence, human intelligence, and time intelligence. Libraries and information systems can affect these resources by adding value to their services and focusing on the mission to bring out the learner in everyone and to create learning environments for businesses, government, and not-for-profit organizations.

There are two ways that organizations can take advantage of these resources:

- the timely use of intelligent networks
- the elimination of structure, bureaucracy, and middle level management.

The organizations that survive these changing times also will seek high involvement and engagement from their employees, shed overhead and bureaucracy, give responsibility to frontline workers, work to get close to their customers, and invest in information technology.

Other changes that will take place include a return to working and learning concurrently, more emphasis on decentralization, quick turnaround, and making it convenient for customers to purchase/use goods and services.

Local initiatives in information services will be very important. Libraries will need to investigate how to add value to their information services. The ways that the library can become more involved in local efforts include:

- having the library advocate for the infusion of technology into the local community
- identifying markets for information services through surveys and focus groups
- taking advantage of the proliferation of home computers working to become the information hub by gathering and disseminating better data about the local community
- identifying target groups who have information that is useful to clients
- becoming serious agents of change by taking more entrepreneurial initiatives.

Executive Summary of Remarks Made By
Jerry Paar
Labor Studies Department
Indiana University Purdue University Indianapolis
Indianapolis, Indiana

The ultimate resource of an economy is its people. The United States lags behind the rest of the industrial world in training and retraining its work force. The skills that workers need today are broad based and not specific.

In the era of mass production, the skills of the worker were narrowly defined and the labor force had little or no responsibility for the final product. When change occurred, labor was not retrained; workers were laid off. Increasing mass production rather than building quality products was the ultimate goal of management. Repairs could take place later.

In today's era of lean production, workers must have multiple skills and be able to do many different tasks. There are shorter product runs and quality is essential. Both Japan and the Federal Republic of Germany are models of this type of manufacturing.

Education plays a critical role in this new manufacturing environment. Some believe that the purpose of education is to enable people to adapt to a changing work environment. Others believe that education must provide each person with the capability to reach her/his fullest potential. Unions have helped members reach their potential by:

- helping members gain certification through education
- educating workers in the field of job safety and health
- initiating training and retraining programs for members
- negotiating education benefits for workers
- providing English classes and courses on how to become a U.S. citizen for special groups of workers
- negotiating for tuition assistance plans for laid-off workers.

The impact of these efforts has led to 30,000 United Automobile Workers members in the state of Indiana having access to tuition assistance programs.

There are several roadblocks that stand in the way of maximizing the best that these plans and other education programs have to offer workers:

- Pell grants have been cut for part-time students
- universities seem to impose arbitrary admission changes on part-time students
- post-secondary education is not sensitive to the needs of the non-traditional student
- library hours and policies and faculty office hours are too restrictive
- library collections must reflect the needs and interestsof the worker.

Some things can be done in the state of Indiana to help the worker seeking training or retraining including:

- removing the barriers to tuition refund assistance
- inviting workers and labor union members to serve on library committees/boards
- offering bibliographic instruction classes at times that are convenient for working people
- remembering that non-full-time workers are people too.

If efforts like these are successful, the library will see an increase in new users and companies will see worker productivity grow.

Executive Summary of Remarks Made By
Linda Wolfe
Wolfe Business Research Corporation
Indianapolis, Indiana

Good management skills will enhance productivity and strengthen businesses. Small business owners need to work on refining management skills. In the state of Indiana there are 90,000 small businesses representing 1,000,000 workers. These companies reflect the following social changes:

- the impact of technology;
- the effects of international trade;
- corporations and individuals are buying more services— contracting out certain jobs.

Small businesses are responsible for most new products and innovations because it is easier to change in a smaller organization.

Many small business owners do not know the variety of information available to them at the library. Libraries must become involved with and serve the small business community. They must research and prioritize the needs of small business. Seminars with guest panelists or invited keynote speakers should become a part of library programming. Libraries need to let small businesses know what is in the library that will not cost anything but an investment of time. Effective library services to the small business community can:

- help to reduce the monetary risk factor
- help make more money for the company
- aid in finding good employees
- assist employee training efforts
- research marketing strategies
- identify what forces impact specific businesses
- develop literate employees
- focus on "hot issues"
- explain interlibrary loan
- interpret research literature.

Children should belong to the public library. There is one within striking distance of practically everybody. Let's have a national campaign: every child should obtain a library card—and use it.

William Bennett
Secretary of Education, 1985-88

GENERAL SESSION THREE

LITERACY

Executive Summary of Remarks Made By
Ray Ewick
Indiana State Library
Indianapolis, Indiana

Susan Bayh, the First Lady of the State of Indiana, has been actively involved in the efforts to improve literacy in the State. Mrs. Bayh has participated in awards for literacy, opened the governor's home to literacy meetings, and worked for the "Read Out" program at the Indianapolis-Marion County Public Library, the Indiana Literacy Foundation, and the Indiana Office for Work Force Literacy.

There are thousands of stories about adults successfully learning to read. Yet, as the issue of illiteracy has become better understood, its insidious nature has broadened. There are now five distinct parts to the scope of illiteracy: reading, writing, verbal communications and English language skills, mathematics, and problem solving. The ability to read the printed page is only one piece in this very complex puzzle.

Limited literacy and social distress go hand in hand. Part of the origin of almost every current social ill can be traced to illiteracy. That includes teenage pregnancy, crime, school dropouts, drugs, and unemployment. Limited literacy is a democracy issue. Without literacy skills, people become victims of the system and greater burdens are placed on them.

Besides the five areas identified as components of literacy, economic literacy is imperative. In an economic system there are three critical components: capital, technology, and skilled labor. The United States has invested in the first two but lags far behind in the third. As the competition from Europe and Asia continues and expands, the United States must invest in creating a skilled labor force.

The resolution of labor force conditions lies with literacy skills. In the past there have been barriers to solving the literacy problem. Groups have worked for years as volunteers without coordination, funding, and program assessments. The volunteer efforts were important but without solid training, good materials, and careful evaluation, the population that was served still could only read at two to three grade levels above the basic level. With all the effort and good intentions, people were still functionally illiterate. The original workplace basic literacy programs that focused on job tasks enjoyed some additional gains above the minimum.

It has been discovered over the years that, if teaching literacy skills is placed in context with what is known, and life experiences are drawn upon, then the gains the reader makes are much greater. Better training of literacy teachers and tutors is necessary. A greater understanding of the role that learning disabilities play in illiteracy is important. The use of new technology is an important component in successful, efficient programs. Evaluation can play a role in supporting the use of the new technologies. Distance learning also can become a key factor in improving work force literacy.

Government support is necessary to help literacy programs start and remain operational. The federal government needs to make funding available and invest in and develop technological leadership. State governments must have a broad understanding of the nature of literacy, who the target groups are, how to provide the necessary training, and how to identify achievement that motivates further success. Libraries, too, need to become more than warehouses or supermarkets. They have to enhance the cultural and intellectual atmosphere of the community.

Executive Summary of Remarks Made By
Douglas Roof
Department of Employment and Training Services
State of Indiana
Indianapolis, Indiana

When focusing on the three areas of literacy, illiteracy, and productivity, several issues become apparent. In the workplace, there is a choice between high skills and low wages. Both productivity and quality are needed to compete in the global economy. In the future, work force growth will slow down. In Indiana 80% of the work force that will be needed in the year 2000 is already in place. Indiana has experienced a low population growth as well. The state has a manufacturing base that makes up 28% of the state's employment. These factories are branch plants and not home offices. There is a greater degree of skill required to work in those companies.

The labor force of the past needed to follow three guidelines: come to work on time, be dependable, and do what the boss said. Today's work force needs people who can work in teams, get along with others, develop leadership skills, plan programs, become involved in product design and pricing, and interact well with customers.

Today and in the future, labor and management must get along better. The labor issues of the future will involve the work force, not the factory. In the past unskilled workers were employed to do a specific task. No investment was made in training or retraining. The management philosophy was to fix machines but lay off workers, to buy new machines and get new workers. Today training and retraining workers is really an asset, an investment. The Federal Republic of Germany is investing large amounts of money and training effort in the bottom 15% of its potential work force.

Executive Summary of Remarks Made By
Leah Lefstein
Indiana Youth Institute
Indianapolis, Indiana

The best times to prevent illiteracy are when individuals are young children and when they become young adults. Library services must include both critical age groups. There are 1000 summer reading programs in the state of Indiana. Only 17 are designed for the young adult readers (ages 10-18). A literacy problem for youngsters occurs when they do not read enough to build a knowledge base and lifelong learning skills. Good readers the link the text of what they are reading and whole knowledge.

Libraries can help youngsters overcome the hurdles to literacy by reducing the barriers to access, identify youngsters for whom reading is a struggle, and amend policy so that homeless children can obtain library cards. Libraries must dedicate more resources and services to young adult programs. Librarians need to reach out to the youngsters who do not use the library by working with them in schools, in clubs, at parks, and elsewhere. There should be more than four adult service librarians among the state's 238 libraries. The excellent efforts like the Delphi program for young mothers, the New Albany volunteer program, or the Anderson program for pre-schoolers need to extend to all parts of the state.

Executive Summary of Remarks Made By
Andrew Venable
Gary Public Library
Gary, Indiana

Pro-active librarianship, coalition-building, and role modeling are all part of the library world today. The library recognized many years ago that literacy was a community issue. Libraries were at the forefront of establishing literacy programs using volunteers and tutors. The library was and still is the sole location for community literacy programs. The local public library has used technology in innovative ways to promote computer aided reading instruction.

In the mid-1980s federal funding for state and local libraries was made available through LSCA Title VI. In recent years over 533 state and local libraries have competed for LSCA funds. Those moneys have been used to recruit students and to train them as tutors. Literacy programs have been assessed to measure their effectiveness and evaluation tools have been developed.

In northern Indiana corporations like Northern Indiana Public Service Corporation (NIPSCO) have financed computer learning laboratories to assist people learning to read. In other areas of the state, special populations have been served by incorporating technology into daily learning.

Literacy has worked its way up the political agenda. Libraries often have been left out of the policy-making. People have failed to realize that literacy and lifelong learning are fundamental components of libraries. What lies ahead for libraries beyond commitment to the cause of literacy is collaboration, cooperation, coalition-building, and cash. These efforts will insure the development of programs that will enable the new reader to participate fully in the literate world by using the library effectively.

DINNER SESSION I

Executive Summary of Remarks Made By
Michael Hawley
Media Laboratory
Massachusetts Institute of Technology
Cambridge, Massachusetts

The Media Laboratory at the Massachusetts Institute of Technology is a 45 million dollar facility constructed out of the conviction that the entire world of communications media (television, telephones, audio and video recordings, films, newspapers, magazines, and books) is on the brink of incredible changes. The driving force behind these mega-changes is the computer and its accompanying technologies.

It is very important that the new and evolving technologies are embraced. This will insure that the vast potential of these technologies to shape future directions is harnessed in ways that create desirable outcomes. There are three areas that illustrate evolving technology particularly well: the telephone, music, and the library.

The telephone when Alexander Graham Bell knew it was an instrument that carried verbal communication from one point to another. When the conversation was completed, there was usually no record of what was said, only the memory of it having taken place. In the future, telephones will be able to store all conversations for a definite period. Small discreet units of conversation could be recalled. The telephone would serve as an archive of one's conversations providing a permanent lifetime record of telephone communication.

Until 1890 music had no means for recording performances. Composers and musicians had to opt for the live concert presentation to share their works. After 1890 the technology was available to record musical events. Individuals could listen to music without being distracted by the conductor, members of the orchestra, or people in the audience. In the 1990s it is possible to record electronically the content of music. This music is created without using a single instrument.

Libraries have been charged with storing, organizing, and sharing information. This mission began with the library in Alexandria, continued with the Carnegie libraries in the United States, and will carry on with the technologically elite libraries of the future. But critical social problems are competing with the libraries for scarce resources. The family unit is eroding. Schools cannot pick up the responsibilities that were once those of the family and still be expected to teach children to think. Literacy levels have fallen dramatically. People are choosing to spend their leisure time doing something else besides using the library.

Libraries are faced with serious problems of information storage and access. The use of paper media to store the billions of facts available today is impossible. Libraries must seek novel solutions to storage and retrieval problems.

General literacy has only been around for about 500 years but its impact has caused major events like the Renaissance and the development of the scientific method. These could only happen because of the partnership between language and technology.

There have been great moments in text technology innovation. The world has gone from no means of written communication technology to the printing press to the digital world of the computer. Paper was invented in about 105 A.D. After paper came scrolls, the codex, and movable type. The transfer of these technologies came about through wars and the information shared by prisoners of wars.

Today experiments are taking place with digital books, including Webster's Dictionary (Ninth Edition) and the works of William Shakespeare. As four areas of technology improve—the refining process, the interchange format, the access technology, and the design—libraries will see more materials in digital form. Libraries of the future will be fully digital and distributed, thereby maximizing their storing and sharing capabilities. To exist in the future, libraries must work diligently to compete with other information services and the publishing industry. Effective use of new technologies can make this possible.

DINNER SESSION II

Executive Summary of Remarks Made By
Thomas J. Mullen
Applied School of Theology
Earlham College
Richmond, Indiana

The small community of Kentland, Indiana had a Carnegie Library. The librarian who worked there was committed to her work. She made it her life's goal to get the children of Kentland who visited the library to read at least one grade level above their current reading level.

Today library services are very technologically involved. The jargon of that technology leaves many people feeling as if they have been left behind. Other people have become true missionaries for the cause. Workshops are available for those who want to learn more about it.

The way information is disseminated and libraries are run is light years away from how the Kentland, Indiana Carnegie library conducted its business. Many believe that the book is a medium of the past. Children already think and learn differently because of technology. Yet, technology will not save society.

Libraries may be one of the last places to save civilization because of the people who frequent them and because of the librarians who work in them. Librarians work with all who come in the door including those who resist learning. Librarians touch children's lives by helping them enjoy reading and love language. Children, who grow up loving language and reading and librarians, become people who have an impact on the lives of others.

Libraries can have the best technologically equipped environment available. Yet, the most important element in those libraries is the people who make it feel like home. The librarians deal with technological illiterates and help open the world of books, ideas, and knowledge to them. The reference librarian has the responsibility of helping people sift through the mountains of facts generated by technology and find the important material or information. They help people focus and become more precise. Their mission is to save the world.

The staff who serves people in libraries is the key to the future of the world because helping people learn to love ideas and love stories and become more humane—than is not a small task. It is a very large and important task. What libraries do is very important and very much appreciated. Librarians need to understand that their task is a great one and requires a spirit of commitment. The commitment is to serve the public in a variety of ways—to help the United States deal with illiteracy, to become more democratic, and to become a nation of people who are humane. That is the important task.

Victor Hugo once stated: "that people need to have patience for the small tasks [designing displays for the library, working with children who resist what is being done for them, introducing to a child who will not read books he/she will read] and courage for the great ones [democracy, literacy, and productivity]. And when the long day's work is over [that may mean a career or a life] lie down peacefully and go to sleep for God is awake." If the work people do is important and they invest themselves in it, then when the work is done they can sleep well at night knowing that they have done the right thing.

Final Resolutions

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FINAL RESOLUTIONS

Democracy

1. Resolved that local publicly funded library services be mandated for all Indiana residents.

2. Resolved that information services shall, through cooperative planning, utilize compatible technologies, thereby enabling greater access and resource sharing.

3. Resolved that libraries/information services adopt marketing techniques to match locally perceived needs with available resources.

4. Resolved that Indiana libraries, in collaboration with their constituencies, shall establish comprehensive mission statements, long range plans, and implementation strategies for library service to all citizens of Indiana.

5. Resolved that all libraries take a proactive position on intellectual freedom, develop policies that apply to all types of materials, include methods to inform the public regarding the implications of banning information resources, and resist censorship in any form.

6. Be it resolved that the Indiana General Assembly provide for adequate and equitable funding for each type of library to enable the achievement of standards and the goals of the Indiana Long Range Plan for Library Services and Development.

7. To equip future decision-makers with critical thinking skills, be it resolved that every public elementary, junior high/middle school and senior high school shall provide a full range of information services, maintain a library staffed by a full-time certified school media specialist, and develop strategies for total community involvement.

8. Resolved that by legislation or executive order , a committee be established to recommend and seek implementation of the most effective method to ensure public library accountability.

9. Resolved that outreach to all ages and all types of patrons shall be emphasized. The definition of outreach must include publicity and public relations, the public service of staff, and a commitment to all unserved and underserved groups.

10. Resolved that a statewide task force be created to devise a plan for the preservation of library materials and consider establishing a network for last copy depository activity.

Productivity

1. Be it resolved that libraries build coalitions with government agencies, other libraries, community agencies, educational agencies, business and industry, and other groups to promote effective and efficient ways to share resources to increase productivity for all Indiana residents and organizations.

2. Be it resolved that all Indiana libraries will be linked to a statewide and national telecommunications network providing access to an expanding number of databases of economic and social statistics and information and the public records of all state and federal government agencies.

3. Whereas information must be timely to foster productivity, be it resolved that all libraries be equipped with a workstation which shall include, but not be limited to, a telephone, a computer with a modem, and a fax machine.

4. Be it resolved that the Indiana Library and Historical Board direct the State Librarian to conduct, in cooperation with other appropriate agencies, an evaluation of the Indiana library and information services to ensure the most efficient delivery of information services throughout the state.

5. Be it resolved that orientation, continuing education and in-service training be provided with adequate funding to library professionals, support staff, and governing boards to improve and promote information services to Indiana residents.

6. Be it resolved that Indiana information service providers examine barriers that impede the delivery of information and develop creative funding approaches to eliminate such barriers; that in furthering the tradition of open access, Indiana's libraries shall assist the state in implementation of the Americans with Disabilities Act by forming coalitions, by making relevant information widely available, and by working to bring all libraries into full compliance.

7. Be it resolved that it is crucial that recruitment and education of professional librarians needs to be restructured to meet the new demands of this information age.

8. Be it resolved that librarians will assume a leadership role in providing the public with training and support to use current and emerging technologies for accessing information and since all information is not of equal quality, libraries should also help users learn to evaluate kinds and sources of information.

9. In order to promote public awareness of, and to create financial support for, information services, be it resolved that all libraries regularly conduct assessments of their service area to measure the public's perception of library service and how such service may be improved.

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Literacy

1. Be it resolved that no single issue is more worthy of support than literacy because the foundation of a democratic, productive society is a literate population.

2. Be it resolved that all school and public libraries and other libraries where appropriate participate in a local literacy coalition.

3. Be it resolved that public and school libraries work with other agencies and professionals to encourage parents to promote the love of reading by reading to their children, discussing what is read, and participating in appropriate literacy activities.

4. To meet the needs of the adolescent, be it resolved that public and school libraries provide quality collections, inviting learning environments, professional librarians for young adults, youth advisory boards, and appropriate services and programs.

5. Be it resolved that librarians and educators encourage support for continued authorization and funding of federal ESEA Title monies and LSCA Title VI monies for literacy programs, and, be it further resolved, that such federal funding enhance, not replace, local funding.

6. Be it resolved that libraries employ and train staff who are sensitive to the special needs of the illiterate population, and, be it further resolved that libraries provide facilities, space, technology, quality collections, and programs to support literacy in an inviting environment.

7. Be it resolved that all groups and individuals concerned with literacy encourage publishers to publish more quality materials for adult and young adult beginning readers and for non-English speaking (ESL) residents.

8. Be it resolved that libraries promote cultural awareness by providing access to foreign language materials and ESL materials for the general public.

9. Be it resolved that an effective network be developed to disseminate information about model literacy programs and research findings.

10. Because of the different ways in which people learn, be it resolved that libraries provide a variety of technologies, methods and information formats to support literacy programs.

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Individual Resolutions

1. Be it resolved that the Federal government should guarantee the public's access to government information. Accurate, timely and complete government information, especially legal information, is critical to democracy. Maintaining open and equitable access to public information in all formats helps to insure a just and economically sound society. Support for national networks and programs like the Federal Depository Library Program is important to guarantee the continued availability to people of information about their government, regardless of where they live and work.

2. Be it resolved that library networking in Indiana is essential to provide leadership in an era of rapid change in information access and to improve the efficiency of library operations and the productivity of library staff.

3. Resolved that during National Library Week that government declare a National Library Day.

4. Be it resolved that salaries of all professional librarians be improved in Indiana to attract more qualified people to the changing profession of library and information science.

5. Be it resolved that Indiana Governor's Conference on Library and Information Services strongly recommend that Congress reauthorize in 1994 the Library Services and Construction Act expanded and funded to reflect the critical needs of special populations and the employment of emerging technologies, that Congress continue and fund those federal programs that benefit library users, and that Congress reauthorize and expand in 1991 the Higher Education Act in 1991 as recommended by the American Library Association.

6. Be it resolved by this the 1990 Indiana Governor's Conference on Library and Information Services commend its Chair, Dr. David Kaser, for his fair and even-handed guidance of the Conference; and further, be it resolved that the Conference delegates express appreciation to the various committees and staff for their excellent and untiring work; and further that the Conference thank the Governor of Indiana, Evan Bayh, for calling this Conference.

Background Papers and Responses

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LIBRARIES AND DEMOCRACY; A REPORT TO THE GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES, 1990

THE HISTORIC ROLE OF LIBRARIES

More then forty years ago, historian Henry Steele Commager described the principles that Americans hold. The values ring just as true today.

Democracy—government comes from below, not from above, and it derives its powers from the consent of the governed.

Liberty—government is limited and should not infringe on the inalienable rights of individuals.

Federalism—it is both wise and feasible to distribute powers among governments, giving local powers to local governments and general powers to the national government.

Equality—people are born equal and should have equal privileges and opportunities insofar as society can assure them.

Within this national framework of values, Commager reasoned, education had special tasks to perform. Democracy could not work without an enlightened electorate. States and sections could not achieve unity without a sense of nationalism. Millions of immigrants could not be absorbed without rapid and effective Americanization, and economic and social distinctions and privileges could not be overcome without an awareness of our rich cultural pluralism.

To the schools went the momentous responsibility of inculcating democracy, nationalism and egalitarianism. Education became the American religion.

Commager added that the public library is as characteristically American as the public school, and as important a part of the educational system. The public library was born in the same faith in democracy and perfectibility of humans.

INDIANA LIBRARIES AND DEMOCRACY

The Indiana Constitution in 1816 created a public education system and at the same time recognized public libraries. Today, Indiana librarians provide a broad range of services that enhance democracy. They expand the horizons of very young children in library activities before they enter school. They open doors of unlimited possibilities for older children. They stress the ideas in the books and other materials, providing a deeper understanding of the words and images.

Indiana librarians open the doors of opportunity for students and adults with vital information they need to become more informed as citizens, to become better prepared for the changing global workplace, and to become the enlightened electorate that is the key to real democracy.

Librarians work in coalition with schools, local community organizations, commissions on the disabled, business associations, labor unions, the clergy, academic institutions, and civic groups such as

the League of Women Voters. Library trustees in Indiana believe their buildings and services can be used by everyone.

Trustees ensure there is space, materials and assistance for adult literacy programs. Librarians reach out to shut-in and disabled citizens with special services. They hold discussion groups and public forums on vital issues in literature and public affairs. And throughout the state they bring speakers who show the public, as poet Gwendolyn Brooks did,

"We are each other's harvest...
each other's business...
each other's magnitude and bond."

The task, as we approach a new century, sometimes seems overwhelming:

* The American dream has not been realized for tens of thousands of Hoosiers.

* The cycle of illiteracy, poverty, poor health, and despair continues into succeeding generations.

* The quality of life and the environment are continually on edge.

* We are still too far separated along ethnic and cultural lines.

* We are not quite sure how we feel about diversity in lifestyle or artistic creativity.

* We haven't decided how we feel about freedom of expression—the right to express ourselves, or to read, view or listen to whatever we desire.

If all of this were not enough, crime (whatever collar it wears) is constantly with us, and it is sad that so many Hoosiers are continually fearful or pessimistic. We are all victims—of crime, of fear, of cynicism, of the circles we draw around us and the restricted opportunities before us.

In the 1990s, in a world in upheaval, millions of immigrants will seek the American dream, and thousands of them will arrive in Indiana. As they settle into our communities, will libraries be ready? Will they be prepared for a less homogeneous and "grayer" population? How will a workforce—often not ready for the literacy and technology challenges—be utilized in libraries?

In the next century, how will Indiana's libraries help the new users? How can librarians and trustees provide service to the tens of thousands of current residents who are not using libraries or are not involved in the broader community? How can librarians help them become the "enlightened electorate?"

WHAT SHOULD WE DO?

Build better communities. Advocates need to recognize the most critical role of libraries is to **Build the Better Community**. Librarians and trustees must use the phrase in all communication with the community leaders and public officials, business and labor union leaders, and in all contacts with the media.

They need it before them in planning budgets each year. It must be the decisive factor—there will never be sufficient funds for all that should be done.

They must ask: Do the current library services "build the better community?" Are the services that are planned aimed at that goal?

Librarians must question: Will the job applicant being interviewed carry out this goal? How can the current staff be strengthened towards this end?

Indiana librarians must also ensure that the books and other materials that are purchased further the goal. (Yes, there is a prominent role for the less lofty materials as all citizens pay taxes for the library.)

Trustees must ensure that the goal of contributing to the "better community" is reflected in the library's program activities. Do the library's efforts become part of the community's educational and economic development? Do the activities strengthen the institutions and agencies that are the fabric of the community? Are the vistas of young people broadened (at a very early age) so that they see this fragile planet as an interdependent village?

Work with broad coalitions. Librarians and trustees in Indiana need to strive for a much stronger collaborative effort with the total community. They must find out what the small business person and the Chamber of Commerce need in terms of information, the literacy and technical skills the union member needs to advance on the job.

Librarians must communicate with health and welfare volunteer groups, community organizations, and the clergy, learning what information they need in their areas of concern. Librarians and trustees need to work in broad coalition with the community.

Indiana librarians must communicate regularly with public officials, through personal contacts and reports, and urge them to include the library in their activities. Librarians have much to contribute with planning and research skills, information from local collections, and a state and national network of contacts for additional data.

Respect the liberty and equality of every user. Do librarians stretch their users (youth or adults) beyond where they are? Do they always keep in the forefront that it does not matter where a person is, but it is inadequate service if the broadest possible opportunities are not available for each child and adult in the state?

Advocate for library funding. Library advocates must make a much stronger case at local, state and national levels that libraries need a larger share of public funds. Libraries are a legitimate "special interest." If advocates don't speak up for the funding and legislative changes needed to serve the public's diverse needs, no one will do it for them. But they must also work in coalition with other educational, cultural and community development efforts. A unified effort is needed.

If Indiana's librarians and library supporters are committed to "building the better community"—if they work in a stronger collaborative effort with the total community—they will succeed. When local libraries are responsive and stronger, communities win. If enough communities win, democracy is enhanced.

It is time to seize the day.

Written by:
Arthur S. Meyers, Director
Hammond Public Library

Edited by:
Sara Laughlin, Coordinator
Stone Hills Library Network

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RESPONSE TO THE DEMOCRACY DISCUSSION PAPER

by F. Gerald Handfield, Jr., Director/State Archivist

If only Socrates could see us now! That ancient Greek philosopher questioned the new way of storing information—writing—since it did not respond to inquiries, but kept on saying the same thing forever.

Libraries and education have a long tradition of close connections. The 1816 Constitution clearly stated that connection: "at least, 10 per cent" of "proceeds of the sale of town lots...for the use of a public library." Also, the General Assembly "shall incorporate a library company, under such rules and regulations as will best secure its permanence, and extend its benefits." The 1851 Constitution does not address the issue. Today the Indiana Code on Education (Title 20) states: "The state shall encourage the establishment, maintenance, and development of public libraries throughout Indiana as part of its provision for public education."

There are many questions that we might ask. Should we examine the role of libraries in the same manner that we are beginning to examine our educational system? Are public libraries part of the problem or part of the solution? Are we including all libraries or only public libraries? The missions of some public libraries and other libraries—corporate, research, school, special—may not be clearly established or connected.

Is there a connection between the high circulation of books in our most populous counties and the much lower than normal ISTEP results? Since test results go down during the first few years in school, it could be suggested that we turn the educational system over to children's television and children's libraries.

Should public libraries follow Abraham Lincoln's advice and not try to please all the people all the time? Perhaps each public library should examine its history, location, budget, space, personnel, and then write a mission statement to guide generations of librarians.

Some, but not all, libraries, might focus on the education of children, literacy, circulation, outreach, and discussions. Can libraries be the sole agent for bringing the American dream to tens of thousands of Hoosiers; for the elimination of poverty, poor health, despair, fear, crime, and cynicism?

Building a better community is a good and general goal. Who wants to build a worse community or merely maintain the community?

Will we build a better community in the next century by advocating only for more space, more staff and a "larger share of public funds?" Perhaps.

We need to examine the library as an institution that is part of the fabric of the community. The establishment and maintenance of a public library with traditional goals and purposes builds a better community. If the library increases circulation and adds more space, books, and staff, is it always building a better community?

We need to consider the role of the library as the caretaker of knowledge and information about our various communities. What is the connection between archives—the repository of the official records of government—and libraries?

Archives, historical societies, the State Library, some academic special libraries and some public libraries contain the primary resources, the raw ingredients of a recipe for building a better community. Without recognition of the importance of public records, local history, personal letters and papers, and family histories, it will be difficult to build a better community. Better compared to what measuring standard? Yesterday? Fifty or a hundred years ago?

What percentage of the materials in public libraries, including books, audio and videotapes, magazines and serial publications, are not based on research in archives, historical or special libraries. Ask Tom Clancy, novelist and author of Red October, or Ken Burns, producer of the recent public television special "Civil War."

We must not forget the role of libraries as a guardian of the past since there must be public access to the primary documents of our culture, as well as easy access to the words and information that are selected for wider dissemination and education.

Today, we can identify with the turmoil of Socrates, the Greek philosopher (470-399 BC) who feared that writing would "implant forgetfulness." Socrates was fearful because the ancient oral tradition, wherein individuals used training and mental discipline to recount most human history, rested on stored and remembered information. This oral tradition was soon replaced by the new tradition of writing that would say the "same thing forever."

We are making some progress in the preservation of information. Today more and more of our published books are printed on alkaline paper. On the other hand, much more of our basic information is stored on or in machines. We cannot access the information without assistance from a machine, electricity, or other technologies. With Socrates we ask "Are we building a better community?"

THE GOVERNOR'S CONFERENCE ON
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RESPONSE TO THE DEMOCRACY DISCUSSION PAPER

by Dr. Anita Bowser, State Representative

Thomas Jefferson once observed that "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

Fervent in his belief that an educated citizenry was necessary to the welfare of a republican state, he advocated a system of public education and proposed the establishment of a state-supported library. It was his feeling "that nothing would do more extensive good at small expense than the establishment of a small circulating library in every county."

During the nineteenth century individuals donated books from their private shelves and started lending libraries in communities throughout the United States. Gradually local and state funding made it possible for libraries to grow. The value and importance of libraries was measured by their collections.

By the 1950's microfilm was introduced which permitted the expanding of resources of libraries. In the early 1960's the Xerox copyflow process made possible the wide dissemination of materials and revolutionized the ways libraries were used.

The 1970's gave us computerized database search services which made possible the storage, retrieval, communication and manipulation of vast quantities of research resources in electronic form. The new technology afforded the bringing together of holdings of all libraries in a state or nation for searching and interlibrary lending. Through delivery and transmission, materials can now be brought from distant libraries to every community, large or small, in the nation.

Libraries, consequently, have moved their emphasis away from the importance of collections to the availability of access. It is felt by some that with the growing use of expensive technology an erosion of free library services will be felt. Libraries will be competing with commercial information brokers for a variety of delivery services and costs to the State will escalate.

If it is axiomatic that the intellectual level of a community can be measured by its library facilities and if the preservation of a republican form of government as Jefferson visualized it is to be maintained, then governmental officials must seek to provide for free accommodation to libraries for all citizens.

RESPONSE TO THE DEMOCRACY DISCUSSION PAPER

by State Senator Edward Pease

"A fundamental philosophy of the American constitutional form of representative goverment is that goverment is the servant of the people and not their master. Accordingly, it is the public policy of the state that all persons are entitled to full and complete information regarding the affairs of government and the official acts of those who represent them..."

With these words, the Indiana General Assembly set forth the provisions of its Access to Public Records Act in 1983, codiyfing and enhancing historical notions of citizen access to information held by government. In so doing, the legislature moved further along the continuum that libraries have travelled for years and which is inherent in the analysis of Henry Steele Commager provided us by Arthur S. Meyers -- the continuum which shows that ignorance is slavery and that free states are those which provide their people the right of inquiry and the means to make inquiry meaningful.

The means to make inquiry meaningful is assured in our society in large measure by the existence of its libraries. Fortunately for the people of Indiana, Indiana's libraries understand that merely being a repository of information is not enough to meet the needs of our citizens. Repositories they must be, to be sure, but information merely as words in books or on disks or tapes that are never shared does little good. Instead, they must be words in the hearts of our citizens, ideas in the mind that grow and are nurtured not just by the holdings in our libraries, but by the staffs that serve them.

The "better community" that Mr. Meyers seeks is precisely both the historic and contemporary mission of American libraries. It is insufficient that we collect data, store periodicals, build edifices. Our libraries must be a dynamic, vibrant part of the lives of our communities and their citizens, helping them to live lives made richer by the freedoms we have inherited. We must work with other community coalitions to provide the forum for discussion and advocacy of matters of public concern, or the holdings on our shelves will mean little in the real lives of the public we are intended to serve.

In large part, Indiana's libraries are already doing this, and as Mr. Meyers notes, in so doing they insure opportunities and enhance democracy. More must be done, though, and that will require greater resources. Indiana's libraries should not shrink from the asking, for democracy should not be funded by default. Your mission is too important to leave to chance and his call could not be more appropriate -- it is time to seize the day.

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LIBRARIES AND PRODUCTIVITY; A REPORT TO THE GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES, 1990

"Knowledge during the last few decades has become the central capital, the cost center, and the crucial resource of the economy. New knowledge, rather than capital or labor, now produces productivity." --Peter Drucker, The Age of Discontinuity.

DEMANDS OF THE INFORMATION AGE

Industry in the United States over the past few decades has gradually evolved from a manufacturing to a service and information-driven environment. At the same time, productivity in U.S. industry has not increased as much as desired. Competition from other nations and the inability of employees to keep up with an increasingly technical workplace have had an impact. In earlier days, a 'strong back' was the major attribute sought in employees. Today the major attribute is knowledge and the ability to keep pace with the changing demands wrought by the Information Age.

Libraries for Productive Businesses. Today's business literature is replete with exhortations on the value of using information strategically in order to improve the competitive positioning of a company and the United States in the global marketplace. In order to use information strategically, business and industry need access to information resources. It is not financially feasible or productive for each business to acquire and maintain all the needed resources. Many of the information resources and much of the human expertise exist in libraries and information centers. Thus, as providers of information, libraries are energetic and creative participants in economic development.

There are many ways in which libraries are participating in economic development. They are providing: (1) linkages between businesses and information service providers; (2) information professionals to locate, evaluate, and synthesize information; (3) linkages to global information through state, national, and international networks; (4) cost-effective services, particularly for small businesses; (5) interfaces between businesses and expert consultants; (6) expert knowledge of information technology; (7) solutions to business problems; and (8) up-to-date information on competitors, both foreign and domestic.

There is a relationship between productivity and economic growth. The relationship between information and productivity is far more difficult to measure because the nature of information use differs from that of consumable goods, but recent studies have begun to validate the relationship. King Associates studies have found a number of effects of information use on productivity. Their research results report that productivity is positively correlated with the amount of reading. Professionals who read a great deal produced more formal records of re-

ports, made more oral presentations, received higher salaries, and were consulted more times. The studies also found that the use of information resulted in savings in time and use of equipment, activities were completed faster and with greater quality, and more new activities were initiated. Robert Hayes and Harold Borko found that industries with a high level of information expenditures per employee are those with high productivity rates. Studies in process are revealing the linkages between information use, user productivity, corporate profitability, and national productivity.

Studies undertaken by the Special Library Association's President's Task Force on the Value of the Information Professional found that the use of information professionals often saved time and money, and thus made the users of this information more productive and/or the company more profitable. One example revealed that an $11 database search saved a company over 200 hours of laboratory work. Another example told of a company which had invested $500,000 in research and development costs which could have been avoided by spending $300 to do a patent search. Another business found that in one year the return on its investment in libraries services was over 500 percent.

Libraries always have played integral roles in the provision of the knowledge and information which help American business be more productive. This involvement is as old as American business. The earliest instances of libraries serving the needs of business were those libraries, traditionally called special libraries, which were established by the companies themselves. Libraries were established in the chemical, medicinal, engineering, investment banking, and insurance industries during the 1800's. Eli Lilly established a library during the 1880's. The history of special library development followed the history of industrial development. As an example, libraries in automotive companies followed soon after the development of the automobile industry.

At the turn of this century, large public libraries developed technical and business collections to serve not only the general public, but also the business and industrial community. Municipal reference libraries were also established in larger cities to serve professionals, such as lawyers. The earliest technical collection in a public library was established in Pittsburgh in 1895. The Newark Public Library opened a library in the downtown area in 1904 specifically designed to serve the business community rather than the general public. Service to business and industry by academic libraries has been a comparatively recent event.

Libraries for Productive Workers. Productive businesses need productive employees. Productive output is measured not only by the number of pieces or products manufactured in a given time period, but also by an employee's ability to learn new knowledge needed to assume new jobs or to work with new technologies. American business and governments are spending billions of dollars annually on retraining, yet their goals are not being realized fully. Numerous citizens are unemployed because their knowledge and job skills are not adequate for today's workplace.

Libraries have not played as vital a role as they can in creating more productive citizens. Many public libraries have been active in providing information to job seekers such as occupational outlook handbooks, guides to studying for job educational equivalency examinations, career information,

resume preparation seminars, and access to job information banks. This is an area where libraries can assume a more vital role by providing: (1) skills assessment centers; (2) tutorial services; (3) customized information packets; (4) sites for traditional classes, particularly in areas geographically remote from education institutions; (5) sites for distance learning opportunities for citizens who can't afford an investment in the necessary equipment; (6) information on job training programs; (7) information on prospective employers; (8) counseling support; (9) alternate educational opportunities; (10) linkages to job data banks nationwide.

Libraries continue to play a vital role in the provision of information to industry, and hence play an important part in the productivity of American businesses and economic growth and development. Many more corporate libraries have been established, many more public libraries have special services for industry, and recently more academic libraries are involved in such services.

INDIANA LIBRARIES AND SERVICE TO BUSINESSES

In Indiana as well as across the nation, libraries are providing services to business and industry. Special libraries in Indiana continue to serve the needs of companies and contribute to the productivity of their employees and ultimately, the profitability of the companies. Public and academic libraries are also important. The examples below are a fraction of those available.

The Vigo County Public Library offers research services to businesses, non-profit organizations, and government agencies in Vigo County. The library specializes in getting the actual information not merely in providing a book in which the information may be contained. As an added benefit to businesses, the actual connect time fees charged by database vendors are paid by the library rather than passed along to the business. To help the individual, the library has put together packets of career information and how to go about getting jobs and writing resumes. The library was also involved in an out-placement workshop for individuals involved in a company closing. Most importantly, the library is already working towards setting up alliances with educational institutions and businesses to develop worker re-education programs in order to improve citizens' abilities to be productive in a changing society.

The Lake County Public Library functions as a research arm of the business community in northwest Indiana, publishing a newsletter on business topics, a human services directory which lists the service agencies and organizations in the area, and "Doing Business with the Federal Government." Every other month, the library sponsors a workshop with the Service Core of Retired Executives (SCORE). Topics of interest to business executives and those aspiring to own their own businesses are presented. The library also provides space for this organization to provide one-on-one counseling services. Programs are also sponsored in cooperation with such agencies as the Northwest Indiana Small Business Development Center, the Internal Revenue Service, and the Social Security Administration. They also hold "Breakfasts for Business", at which guest speakers present current topical information. A special service is a "small business table" where materials of interest to small businesses are kept. About Lake County Public Library's services, the Northwest Indiana Small Business Development Center says, "The library

saves us time in counseling our clients on business start-up and planning because we're able to send clients to the library first."

Purdue University Libraries opened its Technical Information Services (TIS) in 1987 for the express purpose of providing Indiana business decision makers with a fast, comprehensive information service specializing in business and technical topics. The service functions as the information resource for small businesses that cannot afford such services as an on-site corporate library. For larger companies having special libraries and information centers, the fee-based service functions as the "library's library." Clients are provided a wide range of services from supplying copies and information from resources in the Purdue Libraries to ordering those items not in the collections to obtain verbal information from other experts. TIS works in conjunction with the Technical Assistance Program (TAP) in the Schools of Engineering. Requests which cannot be answered with existing information are referred to TAP personnel who can create the information through its consultation program. Additionally, the 'expert consultants' in the TAP program can also evaluate and synthesize information found through TIS.

WHAT SHOULD WE DO

While it is evident that libraries have a long and illustrious history of playing a vital role in the productivity and economic development of this nation, this role can be enhanced. The future demands the existence of an environment in which citizens, information professionals, the business community, and government are cooperating to develop, deliver, and maintain the programs needed for a more productive Indiana. The following components are offered as the elements such an environment might typically include.

* Recognition of the current and potential role of libraries in economic development and productivity.

* Recognition of the importance, role, and value of the properly educated information professional.

* Recognition that information has a tangible value and therefore an economic cost which must be paid.

* Improved communication among the business community, libraries of all kinds, and educational institutions/organizations to define the skills and knowledge needed by the productive employee, and cooperation to deliver planned services.

* Recognition of the importance of information in decision-making.

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RESPONSE TO THE PRODUCTIVITY DISCUSSION PAPER

by Charles Sim, Economic Development and Information Systems
Omega Communications, Indianapolis

Dean Mobley has done an excellent job of documenting the vital assistance libraries have provided to business for many years. Although the contribution of libraries is long-standing, I believe we have recently seen a greater awareness by both libraries and business that a partnership between the two could be mutually beneficial. Several factors appear to have come together which have increased business' need for information and the capability of libraries to respond to that need.

First, the role of information in business has grown. This increases the demand for information by business. Second, greater emphasis is being placed on productivity gains as our businessmen compete in a world-wide market place. The collection and analysis of information contributes to productivity gains. Third, the public sector is playing an increased role in assisting business. Libraries have moved to become a part of these public sector efforts. Finally, several computer based technologies have emerged which at a relatively low cost allow libraries to provide a timely response to business information requests with up-to-date information. As a result of these factors, business is demanding more information and libraries are in a better position to meet those demands.

I would like to address the topic of how Indiana libraries can effectively assist Indiana businesses. As Dean Mobley points out a number of Indiana libraries have moved agressively to assist business. I will identify several practical steps that might help Indiana libraries develop effective business assistance efforts.

The typical public library in Indiana is small, with limited staff and financial resources. The typical, small public library may not be able to directly respond to some business requests for information. However, these libraries can act as entrance points for business requests, passing the request on to libraries which are better prepared to respond to the request. Since businesses often want a quick response to their requests, this approach will only work effectively if smoothly functioning library networks are in place to move information among libraries.

Public libraries should form alliances with other business assistance organizations in their communities. This includes local economic development groups, small business development centers and chambers of commerce. Libraries can work with these groups to learn about business concerns and needs

in their community and to inform businesses about their own capability to respond to business information requests.

Public libraries should consider forming business advisory groups for their business assistance efforts. The group could advise the library about business information needs and the most effective way the library can meet these needs.

Public libraries should make an effort to be aware of state level efforts which can often be of assistance in responding to business requests for information. These efforts include the State Data Center Program housed in the Indiana State Library with regional centers throughout the state, Indiana University's Economic Development Information Network (EDIN) and Purdue University's Technical Information Services Program.

The rapid changes occurring in the technology available to libraries to respond to information requests, suggests that frequent communication among librarians can help them keep current on the tools which are available. Formal communication mechanisms, such as computer bulletin boards or working groups could be helpful.

Indiana public libraries can play an important role in the development of their communities. Strong communities need strong businesses. As libraries assist business they help maintain their community's vitality.

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RESPONSE TO THE PRODUCTIVITY DISCUSSION PAPER

by Stephen Thrash, Executive Director
Indiana Small Business Development Center

During the month of September, the Indiana State Library hosted two seminars of Library Services for the Business Community to bring together librarians, Small Business Development Center directors, and business professionals from around the state. Discussion centered around the roles of libraries and the possible relationships that could be formed between libraries, the SBDC's and the business community. "We need to be talking to our customers," said Marcia Au, Assistant Director, Evansville-Vanderburgh County Public Library.

Some final results of a recently published library/business study conducted by Indiana State University funded by the Indiana State Library, Small Business Development Centers and the Department of Administration were highlighted at the conference. Among the questions asked on the survey, a few hot topics were selected to gain feedback from conference panelists and participants. Libraries wanted to know how to best serve the needs of business people. According to the survey results, 65.6% agreed that libraries need more sources of business information. Therefore, one question asked of conference participants was, "What information do businesses need?" Written comments on the survey also revealed that businesses would like libraries to make them more aware of what library services and resources are available. So librarians asked the panel and attendees, "What is the perceived image of libraries, and how can libraries advertise and encourage people to use their services?"

Tim Hosey, a panelist from the Business Innovation Center of South Central Indiana, Bloomington, addressed the topic of business needs. As a consultant, Hosey expressed the need for useful, hands-on, practical business information.

Other participants agreed that raw information, such as theoretical articles and abstract data, is not always useful unless someone else, such as a paid consultant or an SBDC counselor, can interpret the information and help the business person apply it to his/her business; thus, a good relationship between an SBDC counselor and a librarian is essential to helping the business owner obtain the best information and understand how to use it.

Hosey also pointed out that he uses his local library on a regular basis to aid his clients. Business people, he said, no longer have to make arbitrary decisions about their business, whether they are trying to decide on a company color or wage wage scales. Libraries contain published studies that reveal how people react to certain colors or that list wage scales used by different companies.

One of the most important points made by the survey and conference participants was the need for timely information delivered quickly. A total of 43.2% of the respondents indicated a need to collect library information within two days.

Jeanenne Holcomb, Director, Northwest Indiana SBDC, and her local librarian, Phyllis Woodward, Head of Reference at the Lake County Public Library, gave testimony of how their relationship works to provide fast, useful information to small business clients. Phyllis will often ask Jeanenne for suggestions on which publications to purchase for the library because Jeanenne is in touch with the needs of her clients. Likewise, the Lake County Library's phone number is programmed at the top of Jeanenne's speed dialing. Jeanenne knows that she can call Phyllis for information and can be sure that she will receive a speedy reply. The Lake County Library has found information for Jeanenne's clients on a variety of subjects, ranging from information on game board manufacturing to the number of retail businesses in northwest Indiana to research on sugarless chocolate.

The need for more information, targeted to business community needs, with interpretation by business assistance professionals, is the goal of a successful information system. The success of these key elements will go far to increase productivity of industry in today's market.

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LIBRARIES AND LITERACY; A REPORT TO THE GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES, 1990

THE LITERACY PROBLEM

The scope of the U.S. illiteracy problem is nebulous and will stay so in this democratic society. To date there has been no comprehensive national literacy census. The figures that are used are educated guesses based on formal education levels and poverty levels. The imprecision of the figures - whether "one in five" or "one in six" should not detract from the problem. Like any casualty figure the answer translates to too many.

The literacy situation involves several paradoxes. The current adult population of the United States is more literate than at any time in the country's history; never has more emphasis been placed on the educational system to produce a more knowledgeable student. (One has only to think back to the increased pressures on education precipitated by the launching of Sputnik in 1959.) The rub comes from the complexity of a rapidly changing society and the pressures of a global economy. The number of manual labor and assembly line jobs shrinks each year. Some predict that each American will have at least three different jobs, requiring distinct skills, in his/her working life and that the majority of new jobs will require twelfth grade reading skills. Current American literacy rates certainly call into question our ability to prosper in this evolving world. If one out of five American adults, or 25 million, read below a fifth grade level, and an estimated 35 to 40 million Americans read between fifth and eighth-grade levels, the seriousness of the situation is all too apparent.

Although the adult literacy problem is not new, it became a hot topic in the 1980's. The American Ad Council selected adult literacy as a focus and developed a massive campaign designed to recruit volunteers and to get individuals to come forward to receive tutoring. Public Television (PBS) and ABC joined forces to highlight the problem. Heretofore literacy had been the concern of volunteer-based organizations (primarily Laubach and Literacy Volunteers of America), the Adult Basic Education (ABE) components of local school corporations and an assortment of church and civic groups. Now it received national attention. The timing was nearly perfect; the 1980's saw the push for increased volunteerism and coalitions of concerned organizations and individuals.

It is simplistic to say that the problem can be solved by a volunteer effort alone or by adding more funds. An adult non-reader does not exist in a vacuum. You cannot teach that person to read with out disrupting his or her close relationships. If the wife is a reader and the husband is a non-reader, the balance of the marriage is changed when both are readers. Fear of success can

be just as frightening as fear of failure. Rarely is a literacy program able to provide guidance for these psychological problems.

Putting aside for a moment the mentally disabled (or "mentally retarded" as they once were labelled), "illiterate" does not equate with "unintelligent", "uninformed" or "unmotivated". Much of the rhetoric of literacy ignores the fact that to cope in today's society the illiterate person has to be quite inventive to compensate. It is also easy to forget the other sources of information at our disposal. Consider for a moment how much of your own information is acquired from visual and audio sources (television, word of mouth, radio, audiocassettes) rather than the printed word.

INDIANA LIBRARIES AND LITERACY EFFORTS

The involvement of Indiana libraries in illiteracy predates the '80's, but the last decade saw the strongest growth in library-based literacy programs and support for literacy resources. The Monroe County Public Library in Bloomington was one of the first Indiana libraries to direct a community volunteer-based literacy program. Other libraries limited their involvement to providing tutoring space to local volunteer organizations, usually Laubach or Literacy Volunteers of America.

Currently, several Indiana public libraries serve as administrative units for volunteer literacy programs. Most provide materials for the beginning adult reader; almost all provide tutoring space. Even the smallest library in the state can give a referral to the nearest adult literacy program. Indiana librarians are involved as members of literacy boards and coordinating groups at the local, regional, state and national levels. Many librarians and library trustees have received volunteer tutor training and give their personal time to the literacy effort. Through the State Library, Indiana libraries have received literacy grants from the federal government. Local libraries have made literacy services a part of their operating budgets and used funds generated by local Friends organizations or foundations and funds from other grant sources to pay for these programs.

Hoosier libraries that take a long view have stepped up their services to children and encouraged family read-alouds. This approach echoes that of the Barbara Bush Foundation for Family Literacy, an organization established to "encourage nationwide efforts to involve parents in literacy programs on the theory that they are their children's first and most motivated teachers, and that literacy can be best passed along from generation to generation." The family cycles of illiteracy that are quite evident among current literacy students substantiate this approach. To be effective, however, we must first reach those parents who can't read.

WHAT SHOULD WE DO?

Indiana librarians must now focus their literacy energies. The time for "awareness" is past. Few Hoosiers are still unaware that there is an adult illiteracy problem. It is time for action and problem solving.

Careful Assessment. Indiana librarians and library trustees must evaluate their own communities before starting a literacy effort. What organizations already exist and what help do they need? If there is no local

volunteer literacy organization in place, the library can and should be a catalyst to establish one without reinventing the wheel, getting involved in turf wars or pointing fingers. What is at stake is too important for infighting.

At a very practical level libraries must check their own procedures: How difficult is it for an adult non-reader to get a library card? Has the staff been sensitized to the needs and characteristics of the non-reader? Does the library provide adequate publicity about the materials and services - videocassettes, audiocassettes, records, framed art, answers to reference questions, how-to programs - that serve non-readers and readers alike?

Program/Improvements. Indiana librarians have the expertise to select materials - they should use this skill to help the beginning reader. More publishers are responding to the need for materials for the new adult reader. Librarians can make sure that these materials are supplied in sufficient quantities and that the existence of these materials is publicized. In building these collections librarians must keep in mind what they have learned from their other patrons. People read as much to satisfy emotional needs as to fill information needs. These new reader collections should have equal emphasis on the practical and the emotionally satisfying. Funds for these materials should not be considered a frill or depend on grant funds. The inclusion of these materials is basic, at least to public libraries who must pay more than lip-service to serving all their constituents. One fifth of the adult population is not a minor constituency.

Indiana libraries must provide tutoring space and they must keep current information on the literacy providers in their community. Library staffs need to be knowledgeable about the strengths and services of those providers.

Librarians must be realists. They should consider that existing volunteer literacy programs currently reach very few of those in need and have at best a ten percent success rate. ("Success" being a difficult term, but in this situation meaning that a student finishes the program at a 4th-5th grade reading level.)

Research, Development and Evaluation. Librarians must push for continued research in learning disabilities and the adult learning process. Several years experience with the adult beginning reader leads one to be less optimistic about making a sizable dent in the problem using existing methods and resources. It is not so simple as teaching phonics. There is empirical evidence to suggest that physical development and learning to read might be linked. The ability to learn to read seems to be reduced past age 7. As research in learning styles - visual, auditory and kinetic- becomes more sophisticated it is more evident that there is not just one way to learn to read.

Librarians must encourage vendors - publishers, electronics firms and computer software programmers - to make a continuing commitment to the adult non-reader. Materials and equipment need to be developed that assist the non-reader without the intervention of a tutor. There are some exciting new developments - voice-activated computers, intelligent bar codes linked to speech synthesizers - that can assist the non-reader who can not, or will not, enroll in a literacy program.

All existing literacy programs must place more emphasis on evaluation. Even if the results are discouraging, they still need to be able to gauge student progress for accountability. There is no question that the "gift of caring" is critical in the literacy solution, but it is not enough. The problem is too large and too critical to get bogged down in "do-good" rhetoric.

Cooperation. Few question why Indiana libraries are involved in the fight against illiteracy. The continued use and support of libraries depends on a literate society. However, Indiana librarians and library governing boards must be realistic about the scope of their involvement; libraries alone will not solve the illiteracy problems. This is the perfect time for libraries to work with other community agencies and individuals on a coordinated attack.

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RESPONSE TO THE LITERACY DISCUSSION PAPER

by H. Dean Evans, State Superintendent of Public Instruction

Illiteracy is sometimes defined as a lack of ability to read and write or as a lack of any or enough education. One has difficulty comprehending that in our United States where education is free anyone should go through life unable to read. And yet it is estimated that 20 percent of our adult population falls into one of these categories.

Those of us who take reading for granted, as a natural and necessary function of our lives, find these facts astounding. But even more, we are saddened because we cannot imagine life without the joy of reading. Nor can we imagine being unable to read simple directions or signs.

As we are about to enter the 21st Century, however, the lack of functional literacy has broader ramifications than that of citizens being deprived of pleasure and inspiration. Our nation's work force is undergoing a rapid transformation from an industrial/agricultural orientation to a communication/technological orientation. This change is fraught with widespread social and economic consequences for one-fifth of our citizens who are not literate, for such a work force is dominated by the written word. It is, in fact, a mandate that all citizens become literate. Unless they do, they will fail to qualify either for new jobs or for promotions into better jobs. Such a situation often contributes to unemployment, and in turn, depression and despair.

For these reasons, the Indiana Department of Education is committed to lifelong learning, as is the Indiana Adult Literacy Coalition, of which it is a member. Our Division of Adult Education has a full staff which deals with many aspects of adult literacy on a daily basis. Among those is the administration of the General Educational Development (GED) program.

We are also convinced we must practice prevention in order that our present students do not leave school with less than adequate skills in reading, writing, and mathematics. The funding by the Indiana General Assembly of Project PRIME TIME for kindergarten through third grade has allowed a bottom-up approach. We believe the approach will give our students advantages in acquiring a solid knowledge foundation while their minds are most fertile. Innovative, thematic summer remediation programs have been designed by our Office of School Assistance to help students, not only keep pace with their classmates, but to stimulate in them a love of learning.

It is imperative also that students become information literate. They need to learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner. Our Learning Resources Unit works with Indiana's school library media centers to provide students with opportunities that motivate reading and

are critical in developing research and self-study skills for building capacities for lifelong learning.

I mention only a few of our programs, but overall, the Department of Education is dedicated to searching for the newest and best methods of imparting knowledge and to disseminating this knowledge to Indiana's teachers. As information literacy and resource-based learning become central to the curriculum in schools, students and teachers will have opportunities to interact with a variety of information resources and with the larger community. Teachers, working with school and public librarians, will be able to access all the world's information in our schools.

We commend the efforts of First Lady Barbara Bush and Indiana First Lady Susan Bayh in making the cause of literacy visible to the public, and therefore, removing some of the stigma of asking for help in learning. Increasingly, people are finding the courage to admit they cannot read and write. Indeed, this visibility has created a need for more tutors and teachers.

The librarians of Indiana, through their involvement with books and reading, are qualified to be part of the solution to this widespread problem. I applaud their involvement in the fight against illiteracy; their desire to give hope to the hopeless. Many of them have worked hand-in-hand with our Adult Education staff to keep existing programs going.

Now is the time to expand these programs, to create new ones, and to make available the books and electronic training materials that will encourage others to learn new reading skills or to improve upon existing skills.

Although there are many methods of teaching, I believe that most people learning more quickly in a one-on-one situation. Adult learners need to acquire new skills more quickly that the several years span in which we offer education to our children. It is my belief that Indiana's librarians are uniquely equipped to assume leadership in one-on-one tutoring of the targeted population. I can envision this group, not only teaching individuals to read, but also, teaching them to teach others; thereby, increasing in number the "reading parents" who can serve as role models for their children. The chain reaction of learning could be tremendous. I urge each of you to become a "teaching librarian" today.

Each of us has moral obligation to provide information, knowledge, and wisdom to all of our children.

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

RESPONSE TO THE LITERACY DISCUSSION PAPER

**by Dr. Larry Mikulecky, Language Education,
Indiana University - Bloomington**

I concur with Ms. Gibson's observations about the importance and breadth of literacy efforts among Indiana libraries. I'd like to take the opportunity provided by this space to elaborate on some of her remarks and present the results of recent adult literacy research of which she may not be aware.

As a beginning point, it might be useful to make concrete some abstractions by providing examples for various reading grade levels. Reading material at the 5th grade level is comparable to the dialogue in many comic strips and some simpler Harlequin romance novels. When someone refers to an 8th grade reading level, they roughly mean stories in USA Today or many sports pages. An 11th or 12th reading grade level is comparable to the difficulty of an average wire service new story.

The most recent U.S. adult literacy survey examined the literacy abilities of 21 to 25 year-olds in 1986. Only 6 percent read below the 4th-5th grade or comic strip level. Twenty percent were unable to comprehend material at the USA Today level, and close to half had difficulty with stories of wire service difficulty. In 1987, the Canadians surveyed their entire adult population. They found that more than half their very low level literates were 55 years of age or older. A full U.S. adult survey won't be done until sometime next year, but it is likely that comparable findings will result.

A second recent research finding comes from an Illinois adult basic education program where Donald Keefe and Valerie Meyer tested more than 100 learners. Of those low-literates reading below the 3rd grade level (i.e. newspaper headlines), nearly 2/3 had diagnosed learning disabilities and over 3/4 had uncorrectable vision problems. Dealing with such problems is usually beyond volunteers.

WHAT DOES THIS MEAN FOR LIBRARIES?

For libraries, this has some challenging implications. Much of the public and some librarians see library literacy efforts as mainly for very low level literates. There is some justification for this since library programs are "the only game in town" for many adults needing extensive one-on-one tutoring.

This situation presents a bit of a dilemma, however. Library volunteers are often ill equipped to handle problems of learning disabilities (both cognitive and physical) among low literate adults. In addition, the 14 percent of adults between 4th grade and 8th grade reading levels sometimes stay away from library programs which they perceive as targeted at the 6 percent of adults reading below the 4th grade level. The slightly more able group is, ironically, more likely to make rapid gains with volun-

teer tutors than the very low and often severely disabled group.

The 20 percent of adults reading below the 8th grade level often face problems with the schooling of their adolescent children. If parents cannot read USA Today, they will have difficulty helping their adolescent children with school work even if they were able to help them in elementary school. This too, has implications and presents challenges to libraries.

To bring about success beyond the 10 percent of learners who now succeed in literacy programs, library literacy programs may need to actively expand their images and programs beyond very low level literates. The beginnings of such moves are already afoot. Some library programs in Indiana and Kentucky are already emphasizing family literacy by bringing parents and young children together. Further expansion can occur by helping intermediate literacy parents to help their older children. These adults don't consider themselves to be truly illiterate, so they may not see current library programs as being for them. They may be concerned, however, that they can no longer help their adolescent children and that increasing literacy demands of society are limiting their own choices. Programs for parents of adolescents and homework support programs for adolescents can address problems of intermediate literates.

Librarians and library boards may want to expand library images to that of family learning places. This would allow for broader and sometimes more appropriate use of volunteers. It could also go a long way toward truly breaking the cycle of intergenerational literacy difficulties. To teach a parent to help an elementary school child is important. It is equally important to make sure that support continues into adolescence, or the child may drop out of school anyway and continue the cycle of low literacy.

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RESPONSE TO THE LITERACY DISCUSSION PAPER

by Suzannah Walker, Program Coordinator
Indianapolis Program for Literacy and Citizenship

Just a few years ago when "libraries" and "literacy" appeared in the same sentence, someone would invariably ask, "Should libraries be involved in teaching people to read?" As late as 1984, members of the Indiana State Library and Historical Board debated the question, and many librarians and library trustees doubted there was a role for libraries in literacy. The schools, the argument went, are responsible for teaching children to read, and the schools receive a lot more funding than libraries do. If they are failing to turn out literate young people, why should libraries, on their comparatively minuscule budgets, try to clean up the mess?

Things have changed since then. In 1984, fewer than 20% of the public libraries in the state provided any kind of literacy services. Today, more than 55% help support community literacy efforts in some way. Part of the change is attributable to the recognition that responsibility for creating a more literate community does not rest solely with the schools. The schools are not -- nor have they ever been -- the only place learning takes place. Learning goes on in the workplace, at home, in churches and synagogues, and in the hundreds of other places where human beings share ideas. If it only happened in schools, we wouldn't have public libraries. Literacy is a community issue, and as part of the community, public libraries have an important role to play in developing and implementing community solutions.

Some would say that the library's interest in literacy is self-interest. Libraries are involved in helping people improve their reading skills because it ensures libraries more readers and keeps them in business. While that view may be useful in selling the hard-nosed on the idea of library literacy programs, it is a limited one. The library's interest in literacy goes deeper than that. A more literate community is, in the long run, a stronger community -- one with more jobs, less poverty, healthier babies, less alienation, and more inter-group understanding. It's the kind of community in which people, schools, businesses -- and libraries -- can thrive. The library's interest in literacy is a community interest.

The specific role in literacy a library chooses for itself will depend on the community -- the resources available, the strengths and weaknesses of existing programs, and the directions the community wants to take to find solutions. In places like Indianapolis, Anderson, Frankfort, Michigan City, Rockville, Bedford, and Rochester, for example, it made sense for librarians, friends groups, and trustees to take the lead in helping develop local literacy initiatives. The libraries in Vincennes, Kendallville, Seymour, Lafayette and many other towns found that

they could best support their local literacy programs by giving them space for tutoring, training, or an office, supplying books and other materials, or being part of a community literacy coalition.

Including books, computer programs, and videotapes for adult new readers in library collections has been a logical place to start for many libraries. Monroe County, South Bend, Muncie, Richmond, Terre Haute and Evansville, as well as other libraries have developed extensive literacy collections for adult new readers, tutors and other instructors, and members of the community who want to know more about the issue. Adult new reader collection development falls within the library's mission to make the human record accessible to all people.

While most Hoosiers are quite well aware that there is a literacy problem in our nation and in Indiana, very few know where to find literacy instruction and what local or state groups to turn to for help. Public awareness efforts should be turned toward letting the community know where to go for what kind of instruction or literacy support.

In addition to helping adults learn to read or improve the reading skills they have, libraries can be a catalyst for integrating adult new readers and non readers into the community. By offering library programs that people with undeveloped literacy skills can participate in, the library can bring a new voice into the life of the community while helping motivate those who are struggling to be more literate.

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Group 4

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Group 4

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Group 2

Group Code Key

Group 1 = Librarians

Group 2 = Friends & Trustees

Group 3 = Government Officials

Group 4 = General Public

White House Conference on Library and Information Services Delegates

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

INDIANA OFFICIAL DELEGATES TO WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Category I Library Professionals

David Bucove
James G. Neal
Jane Raifsnider
Sara Laughlin, Alternate

Category II Library Supporters

Kathryn Densborn
Wayne Moss
Lawrence Reck
Patrick McCreary, Alternate

Category III Government Officials

Anita Bowser
Joyce Brinkman
Stephen C. Moberly
David C. Hurst, Alternate

Category IV General Public

Jack E. Humphrey
William M.S. Myers
David Voltmer
Katharyn Tuten-Puckett, Alternate

Contributors

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

The Governor's Conference on Libraries and Information Services was made possible through the generosity of the following donors:

Allen County Public Library
Friends of the Library, Anderson
John W. Anderson Foundation
Anderson University
Association of Indiana Media Educators
Friends of the Alexander M. Bracken Library, Ball State University
University of Evansville
Friends of the Fulton County Public Library
Greenwood Public Library
Friends of the Library, Hammond
Heckman Bindery, Inc.
Indiana Bell Telephone Company
Indiana Humanities Council
Indiana Library Association/Indiana Library Trustee Association
Indiana State Library
Indiana State University Libraries
Indiana University Bloomington Libraries
Indiana University East, Learning Resource Center
Friends of the Indiana University at Kokomo, Learning Resource Center
Indiana University Northwest
Indiana University-Purdue University at Fort Wayne
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Indiana University School of Medicine Library
Friends of the Franklin D. Schurz Library, Indiana University at South Bend
Friends of the Library, Indiana University Southeast
The Indianapolis Foundation
Indianapolis-Marion County Public Library Foundation, Inc.
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Pulaski County Public Library
Friends of Purdue
Friends of St. Joseph County Public Library
St. Meinrad College
University of Southern Indiana, Library & Media Services
Friends of the Tippecanoe County Public Library
Tipton County Public Library
Vigo County Public Library
Westchester Public Library

Contributors to the Information Showcase/Resource Center

Ameritech

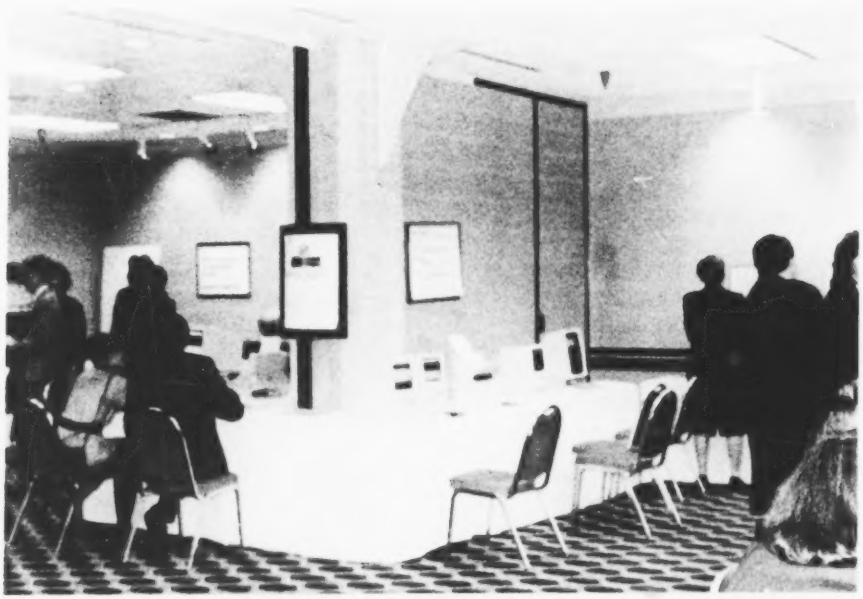
Indiana Cooperative Library Services Authority (INCOLSA)

Indiana State Library

Indiana State Data Center

IUPUI Library and Office of Learning Technologies

IUPUI - The Economic Development Information Network (EDIN)



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Jean Jose, *Co-Chairperson*
Indiana State Library

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Hussey-Mayfield Memorial Public Library

Terry Davis
Indiana Humanities Council

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Char Minette
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Willow Creek Middle School

Karen Niemeyer
Carmel Clay Community Schools

Virginia Andis
Indiana State Library

Appendices

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

APPENDIX A

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

IMPACT
OF FIRST WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES
Washington, D.C., November 15-19, 1979

PARTICIPANTS: This historic conference brought together over 900 delegates representing more than 100,000 people who participated at the state and local level in 58 pre-conferences in the states, territories and the District of Columbia. By law, two-thirds of the delegates were interested citizens, while one-third were librarians and library trustees.

A formula reflecting each state's total representation in Congress was used to determine the number of delegates selected by each pre-conference. The delegates, a broad cross section of American society, were joined by an additional 3,000 observers. Consequently, WHCLIS had the largest attendance of any White House Conference in history.

ORIGINS: The original suggestion for such a conference was made in 1957 by Channing Bete Sr., a library trustee from Greenfield, Massachusetts. He proposed the idea to a meeting of ALA's American Library Trustee Association in Kansas City, Missouri.

As a result of widespread public support, Congress passed a joint resolution authorizing the White House Conference in December 1974. This resolution was signed as PL 93-568 by President Ford on December 31, 1974. President Carter signed an appropriations bill in May 1977, which provided $3.5 million to organize and conduct the conference under the direction of the National Commission on Libraries and Information Science.

RESULTS: **Public Awareness** - The most important, though intangible result of the first White House Conference was an increase in public awareness of libraries, and their impact on individuals, the economy and the nation.

Education Department - The White House Conference influenced the internal organization of the Department of Education. When ED was established in 1980, an attempt to split the library programs among several departmental units was defeated, and a Deputy Assistant Secretary was appointed to direct an Office of Libraries and Learning Technologies. Under the 1989 reorganization of ED, Dr. Anne Mathews was named Director of Library Programs of the Office of Educational Research and Improvement.

Federal Funding - As a direct result of the White House Conference, recommendations on library networking and resource sharing, LSCA Title III (Inter-library Cooperation) was increased 140 percent in one year, from $5 to $12 million in 1981. Despite the budget recommendations of the Administration , LSCA III has continued to receive increased appropriations, indicating strong support for a fedxeral role in this area.

WHCLIST - The White House Conference on Library and Information Services Taskforce, an independent non-profit association, was formed by delegates after the conference in 1979. Composed of about half volunteers and half professional library people form every state and territory, the goal is to work for implementation of the resolutions passed at the conference. Publications include WHCLIST Annual Report from the States (and territories) and the 1985 Five Year Review of Progress Made Toward Implementation of the Resolutions Adopted at the 1979 White House Conference.

Friends Groups - Friends of Libraries, U.S.A. (an affiliate of ALA) was established in June 1979. They brought their first membership forms to the White House Conference and have shown great growth since then. One goal is "to encourage and assist the formation and development of Friends of Library groups in the United States." The number of states having an organized Friends group has increased to over 30. A recently released nationwide survey shows that 2,329 Friends groups have more than 600,000 members who raised $27,714,066 in support of libraries in 1985. In addition to raising money, Friends now use their projects and their clout to promote reading, library use, and increased state and local funding. Friends groups have most often formed to support public libraries, but in recent years there is growing interest among school and academic libriaries in forming Friends groups.

State and Local Support - Since 1979 there has been a marked increase in the number of states having "legislative days" and a related increase in state and local dollars for libraries and library buildings. The large number of citizen advocates involved surely has helped with this success. The 1984 WHCLIST Report of the States shows 43 states and territories with specific activities that highten library visibility.

THEME: Although it took two decades to bring the conference to fruition, the timing proved to be fortunate. Computer and telecommunications technologies were bringing rapid changes in the ways the American people get and use information. The delegates considered the implications for libraries in the Information Age as they considered issues within the conference's five themes; library and information services for (1) personal needs; 2) lifelong learning; 3) organizations and the professions; 4) governing society; and 5) international cooporation and understanding.

RESOLUTIONS: The 64 resolutions approved recommended changes and improvements in various aspects of library and information services. Libraries were seen as community culture, educational and information resources which needed greater support. The delegates wanted all citizens to have equal and free access to information. This is reflected in resolutions to strengthen services to Indiana, the handicapped, children and youth, the elderly, home-bound, institutionalized, minorities, illiterate and other groups inadequately served,

The resolutions asked for a national information policy to guarantee equal access to all publicly held information and to encourage networks of shared resources. The federal government was urged to fully fund library-related legislation including the Library Services Construction Act, Higher Education Act, and Elementary and Secondary Education Act.

The delegates endorsed enactment of a national library act and asked that an Assistant Secretary for Library and Information Services be appointed within the Department of Education.

Several resolutions dealt with improving library and information services through technology. Goals include the increased use of satellite communication, video techniques and cable television in the expansion of library and information services. Reduction of telecommunication and postal rates were called for. Other resolution topics include improved technology to preserve deteriorating collections, and education and training of librarians for the changing information needs of society.

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APPENDIX B

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn • Indianapolis

RULES FOR THE ELECTION OF WHITE HOUSE DELEGATES

Public Law 100-382, which established the White House Conference on Library and Information Services, required that the Indiana delegation be comprised of twelve primary and four alternate delegates consiting of the following categories:

* 3 primary delegates and one alternate delegate to represent the library and information profession.
* 3 primary delegates and one alternate delegate to represent library supporters and information services professionals.
* 3 primary delegates and one alternate delegate to represent government officials.
* 3 primary delegates and one alternate delegate to represent the general public.

Delegtes representing the above four categories shall be elected at the Indiana Governor's Conference on Libraries and Information Services, which will be held on November 16-18, 1990. The general session election will take place on Sunday morning November 18, 1990. Delegates shall be elected from the delegation of 200 primary delegates, and from members of the Indiana Governor's Conference Planning Committee and the various sub-committees (with the exclusion of the Governance Committee). The nomination and election process will be administered and monitored by members of the Governance Committee.

NOMINATION RULES

In order for a primary delegate or a Planning Committee member or sub-committee member to have his or her name placed in nomination for the election of national delegates, the following rules must be observed:

1. Only delegates who have been designated as primary delegates may have their name placed in nomination (name placed on the ballot). If an alternate delegate has been certified by the Governance Committee as a primary delegate (due to, for instance, the inability of a primary delegate to complete his or her attendance at the conference), then that alternate shall be eligible to have his or her name placed in nomination prior to the 8:00 PM deadline for nominations.

2. Members of the Indiana Governor's Conference Planning Committee and members of the various sub-committees (excluding the Governance Committee) are also eligible to be nominated and to be elected as delegates to the national conference.

3. The Governance Committee shall be the sole body empowered to certify (validate) alternate delegates as primary (official) delegates. All such certifications (validations) shall require a change in the authorization of the delegate's name tag.

4. All delegates requesting their name be placed in nomination must use an official Nomination and Petition Form (a copy of which will be in the primary delegates information packets). A total of ten signatures must be obtained on the form before a name will be placed on the ballot. The signatures must be from delegates who are serving as primary delegates or from persons who are serving as Indiana Governor's Conference Planning Committee Members or sub-committee members (excluding the Governance Committee). The form must state the category that the delegate represents (for example, government official or library professional).

5. The form must be submitted to the Governance Committee by 8:00 PM on the night of Saturday, November 17, 1990. The Governance Committee will validate the Nomination and Petition Form and will place the nominee's name on the official ballot.

6. Information that all potential nominees should be aware of are the following:

   a. All delegates and alternates to the national conference must be citizens or permanent residents of the USA.

   b. All delegates and alternates to the national conference must be willing and available to attend the White House Conference which will be held in Washington, D.C. on July 9-13, 1991.

   c. All delegates and alternates to the national conference must be willing to participate in post-conference grass roots activities in Indiana in order to publicize the results of the state conference and to obtain a "feel" for the library and information needs of Indiana residents.

d. All primary and alternate delegates must agree to review all documents and information sent to them relating to the White House Conference.

e. All lodging and travel expenses for the White House Conference will be paid for both primary and alternate delegates.

f. In the unlikely event that a primary delegate to the national conference is unable to attend or would become disabled during the national conference, the alternate delegate, representing that same delegate category, would assume the primary delegate's position at the national conference and would assume all voting privileges.

g. Once a deletate has been designated as a representative of a particular delegate category, that designation cannot change. For example, if a delegate was initially nominated as both a member of a Friends of the Library group but also served as an elected official, the Governance Committee at the time of the initial delegate selection, selected the category that the delegate was to represent. Even though personal circumstances for that individual may have changed prior to the conference in November, that delegate remains as a representative of that category. For example, if a government official does not win his or her elected position in the November election, that individual will remain as a delegate in the government official category. The same situation will hold true for national delegates. Even though a delegate's personal situation might change between the time of the state conference in November and the national conference in July, that delegate will remain as a representative of that category at the national conference.

7. The official ballot will be prepaerd by the Governance Committee for the general session election which will be held on Sunday morning.

8. A nominee may actively campaign for his or her election. It is expected that nominees will conduct their individual campaign in a professional and ethical manner. This method of determination of national delegates is intended to be a fair and expeditious concern, hopefully to be conceived as an equitable, and free from favoritism, process.

9. Persons who wish to nominate individuals other than themselves are certainly free to do so, provided that the nominee is informed of such an

activity and has consented to his or her name being placed on the official ballot by signing the Nomination Petition Form.

10. As Nomination and Petition Forms are certified, the Governance Committee will post the names of nominees on the message board.

11. In the event that at least four persons have not been nominated in each delegate category, the Governance Committee will complete the required number of nominations by placing the minimum number of names on the ballot. The Governance Committee will contact the nominee and obtain the nominee's signature to place his or her name on the official ballot.

ELECTION RULES

1. Persons who have been appointed as a primary delegate, members of the Indiana Governor's Conference Planning Committee and the various sub-committees may vote in this general election. A delegate who has been appointed as an alternate delegate and who has been designated by the Goverance Committee as a primary delegate will be certified to vote for candidates for the national conference.

2. The general election for delegates will be held at 11:00 AM on Sunday November 18, 1990. Each delegate and Planning or sub-commttee member will be requested to obtain one ballot from the designated VOTING TABLE (located at or near the general conference area). Delegates and committee members must sign their name on an official roster to receive a ballot. On the ballot will be a list of the candidates in each category. Delegates and committee members will be asked to place an **X** next to the candidate of their choice and to vote for no more than four candidates in each of the four categories. Ballots containing more than the allotted number of votes (16) will be disqualified.

3. After each delegate marks his or her ballot, the delegate will be asked to place the ballot in one of two Ballot Boxes which will be placed at the VOTING TABLE. Members of the Governance Committee will monitor this procedure.

4. After all of the votes have been cast, members of the Governance Committee will convene and count the votes. The three candidates with the highest number of votes in each category will become the primary national delegates in that category. The candidate with the next highest votes in each category will become the alternate in that category. If a tie occurs, the names of the nominees will be placed in a hat and a member of the Governance Committee will select the winning name.

5. The primary and alternate delegates to attend the national conference will be announced prior to the close of the Indiana Governor's Conference on Sunday, November 18, 1990.

APPENDIX C

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn, Indianapolis

INDIANA GOVERNOR'S CONFERENCE RULES

1. Delegates and alternates are required to wear the official badge at all times during the conference.
2. Delegates and alternates are requested to participate in all of the program sessions and small group discussions.
3. Members of the Planning Committee and sub-committees may participate in and or observe all program sessions and small discussion groups.
4. The Conference Chairperson shall:
   a. Call the Conference to order.
   b. Preside over the opening general session and all voting sessions of the conference.
   c. Announce the agenda and any changes in schedules.
   d. Expedite general sessions and group discussions.
   e. Consult with the Parliamentarian regarding questions of parliamentary procedure.
   f. Enforce established rules relating to debate and to order.
   g. Declare the conference adjourned.
5. The Parliamentarian shall decide all questions of order.
6. Roberts Rules of Order Newly Revised shall be the Parliamentary Authority.
7. The Conference shall elect twelve (12) delegates and four (4) alternates to represent Indiana at the White House Conference on Libraries and Information Services in July of 1991.
8. Delegates, Planning Committee and Sub-committee members are eligible for nomination as White House Conference National Delegates
9. Members of the Governance Committee (a sub-committee of the Planning Committee) are <u>not</u> eligible for nomination as a delegate to the national conference.
10. A nominee shall submit a <u>Nomination and Petition Form</u> with ten (10) signatures from primary delegates before his or her name will be placed on the ballot.
11. Petitions must be submitted to the Governance Committee by 8 PM on Saturday evening November 17.
12. The general election for national delegates shall begin on Sunday at 7:30 AM and shall conclude at 11:00 AM.
13. Ballots shall be distributed to the primary delegates and to members of the planning Committee and sub-committee members at a designated <u>VOTING TABLE</u>.
14. Each delegate, planning and sub-committee member must sign for a ballot.
15. Delegates, planning and sub-committee members shall vote for no more than four candidates in <u>EACH</u> category. Ballots containing more than the allotted number of votes will be disqualified.
16. The Governance Committee shall monitor the election process and shall count the votes (serve as Tellers).
17. The three candidates with the highest number of votes in each delegate category shall serve as National Delegates.
18. The candidates with the next highest number of votes shall serve as National Alternates.
19. If a tie occurs, the names of those delegates shall be placed in a hat and a member of the governance committee shall select the winning name.

20. The resolution committee shall monitor the resolution process.
21. The recorder from each of the ten small discussion groups shall be asked to complete an ISSUES REPORT form.
22. Listed on the ISSUES REPORT form shall be the five (5) most important issues addressed in the small discussion groups.
23. Thirty (30) minutes shall be allowed the recorder to complete the report following the small discussion groups. The ISSUES REPORT form shall be submitted to the resolutions committee.
24. Resolutions committee members shall compile all ten ISSUES REPORT forms, remove the duplications, and develop a list of not more than ten (10) resolutions for each theme category. This will be the process for each of the three small discussion group sessions.
25. Individual delegates may also submit their own resolutions to the resolutions committee using an INDIVIDUAL RESOLUTION FORM. These resolutions must meet the resolution format and be pertinent to the three theme areas of Democracy, Productivity, and Literacy.
26. Individual resolutions shall be submitted to the resolution committee by 1:30 PM on Saturday November 17.
27. The resolutions developed from the small discussion groups and the individual resolutions shall be presented to the delegates for questions and answers on Saturday evening following the dinner.
28. The group resolutions (from each theme category) shall be presented for discussion, for amendments, and for a vote on Sunday morning beginning at 9:00 AM and shall conclude at 11:00 AM.
29. Debate may be limited by the conference chair in order to address all proposed amendments to the group resolutions.
30. The vote on the group resolutions shall be taken by an "aye" or "nay" voice vote.
31. Only primary delegates and planning Committee and sub-committee members shall be allowed to vote on resolutions.
32. A delegate or the conference chair may request a restatement of the resolution and another vote be taken if a clear consensus is not discernable from the voice vote.
33. A standing vote and count shall be taken when re-voting is required.
34. Members of the Resolution Committee may be requested to assist the conference chair with the counting of delegates.
35. The individual resolutions shall be presented for a vote at 11:30 AM.
36. A request to withdraw individual resolutions may be made at any time prior to voting time.
37. Individual resolutions may not be amended.
38. The same voting rules that apply to group resolutions shall be applied to individual resolutions. Refer to rules #30, 31, 32, 33 and 34.
39. Grassroots meetings based on the resolutions adopted by the Conference shall be held before the National conference.
40. Resolutions adopted by the Conference shall be presented by the Indiana National Delegates at the White House Conference to be held in July of 1991.

APPENDIX D

INDIANA GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES

"Libraries - Link To Learning"
November 16 - 18, 1990

HOLIDAY INN UNION STATION INDIANAPOLIS

AGENDA

Friday, November 16, 1990

8:00 AM	Registration	Coffee/Sodas/Danish
8:30 AM	Training for Discussion Group Leaders	
10:00 AM - Noon	Opening Session	Dr. David Kaser, Ray Ewick Governor Evan Bayh
	Orientation/Warm Up	David Wantz, University of Indianapolis
12:00 PM - 1:15 PM	Luncheon	Network
1:30 PM - 3:15 PM	General Session I - Democracy	Art Meyers - Hammond Public Library Ed Jenkinson - I.U. Bloomington George Averitt - Michigan City Dispatch Chief Justice Randall Shepard
3:15 PM - 3:30 PM	Break	Coffee/Sodas
3:30 PM - 5:15 PM	Group Discussions (10 Breakouts)	Delegates, Discussion Leaders, Records and Resource Specialists
5:30 PM - 7:00 PM	Reception	Capitol Rotunda - hosted by Governor & Mrs. Bayh
7:00 PM - 9:00 PM	Dinner & Showcase Speaker	Michael Hawley, MIT, Media Laboratory

THROUGHOUT THE ENTIRE CONFERENCE EXCEPT DURING THE GENERAL SESSION AND MEALS, THE INFORMATION SHOWCASE - CONFERENCE RESOURCE CENTER WILL BE OPEN FOR THE DELEGATES, STAFF, RESOURCE SPECIALISTS AND COMMITTEE MEMBERS TO USE AND EXPERIENCE THE INFORMATION RESOURCES AVAILABLE IN TODAY'S LIBRARIES.

Saturday, November 17, 1990

7:30 AM - 8:30 AM	Continental Breakfast	
8:30 AM - 10:00 AM	General Session II - Productivity	Graham Toft - IN Economic Development Partners in Education Jerry Paar - Labor Studies, IUPUI Linda Wolfe - Wolfe Research Corporation
10:00 AM - 10:15 AM	Break	Coffee/Sodas
10:15 AM - Noon	Group Discussions (10 breakouts)	
12:15 PM - 1:15 PM	Luncheon	Network
1:30 PM - 3:00 PM	General Session III - Literacy	Ray Ewick - Indiana State Library Leah Lefstein - Indiana Youth Institute Douglas Roof - Dept. of Employment & Train. Servs. Andrew Venable - Gary Public Library
3:00 PM - 3:15 PM	Break	Coffee/Sodas
3:15 PM - 5:00 PM	Group Discussions (10 Breakouts)	
6:00 PM - 7:30 PM	Dinner And Speaker	Thomas J. Mullen, Earlham College
7:30 PM - 9:00 PM	General Session IV - Resolutions	Resolutions Committee Presentation

Sunday, November 18, 1990

7:30 AM - 9:00 AM	Breakfast Buffet	
7:30 AM - 11:00 AM	White House Delegate Voting	
9:00 AM - 11:00 AM	General Session V - Discussion, Amendments and voting on Group Resolutions	Dr. David Kaser
11:00 AM - 11:30 AM	Break	
11:30 AM	General Session VI - Voting, Individual Resolutions and Announcement of White House Delegates	
12:00 Noon	Adjournment	

APPENDIX E

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn, Indianapolis

DISCUSSION GROUPS

GROUP 1 - Blue Ribbon

Discussion Leader	Ann Daniels
Recorder	Judy Hays
Resource Person	Janie Whaley
Delegates	Dr. Rose Adesiyan
	Joan T. Anderson
	Richard Ardrey
	Anita O. Bowser
	Sharon Raven Clark
	Sharon Cutchin
	David Dickey
	Lourdes Flores
	Gene Hostetter
	Ruth D. Komis
	Charles Le Guern
	Linda Lemond
	Larry Macklin
	J. Douglas Nelson
	Mary Oppman
	Jane Pidgeon
	Harold W. Richardson
	Ellen Schellhause
	Krystal Smith
	Richard Spisak
	Helen Ashby

GROUP 2 - Red Ribbon

Discussion Leader	Jacie Morris
Recorder	Barbara Elliot
Resource Person	Janie Whaley
Delegates	Tomilea Allison
	Mary Ann Anderson
	Dan Armstrong
	Karen Bader
	Peter W. Cole
	Garland C. Elmore
	Evan Ira Farber
	Mary A. Golichowski
	Dave Hurst
	Toni R. Kring
	Ronald G. Leach
	Margaret Ann Liebermann

GROUP 2 cont'd

Delegates	Richard W. Mangus
	David L. Odor
	Linda Mae Paul
	Richard V. Pierard
	Sandra K. Sawyer
	Ravindra N. Sharma
	Marilyn A. Sowers
	Katharyn Tuten-Puckett
	Lynnette H. Duhamell

GROUP 3 - White Ribbon

Discussion Leader	Dr. James Mullins
Recorder	Carl Beery
Resource Person	Joe Kaposta
Delegates	Ralph Ayres
	Leslie E. Bain III
	Herbert H. Barber
	Gwendolyn V. Bottoms
	Linda Cornwell
	Barbara Fischler
	Russell Frehse
	Nola Gray
	Marie Jeffries
	Mary Vivian Lashbrook
	Catherine Lynch
	Carolyn S. McClintock
	Chuck Miller
	Jerry J. Olbur
	Lola Mae Philippsen
	Phillip E. Pierpont
	Wayne Senter
	Lola H. Teubert
	Philip E. Thompson
	David Voltmer
	Jan Gillespie

GROUP 4 - Yellow Ribbon

Discussion Leader	Jackie Nytes
Recorder	Marilyn Hite
Resource Person	Sally McGuffey
Delegates	Mary Ella Barber
	Beverly Bashia
	Mary Bates
	Jacquelyn J. Brooks
	Michael Dvorak
	Dr. Shirley Fitzgibbons
	Jane Gwinn
	Thomas Hampton
	Lynn Johnstone
	Susan Mannan
	Patrick McCreary
	Stephen C. Moberly
	Shirley Mullin

GROUP 4 cont'd

Delegates	Patricia M. Pizzo
	Marvin E. Price
	Ellie Pulikonda
	Grace A. Spohr
	Samuel Turpin
	Evelyn Carter Walker
	Leslie A. Warren
	Patricia Heiny

GROUP 5 - Pink Ribbon

Discussion Leader	Laura Johnson
Recorder	Pat Ensor
Resource Person	Bob Logsdon
Delegates	Mark Battiste
	Celestine Bloomfield
	Richard Bodiker
	Joel Bullard
	Rebecca A. Gitlin
	R. Louie Gonzalez
	Louise K. Herbolsheimer
	Helen Hess
	Iris Kiesling
	Barbara Markuson
	Jame B. Merrill
	Janet C. Moran
	Kathleen Stiso Mullins
	Elizabeth Platt
	Jane Raifsnider
	Bill Raney
	William G. Storey
	Phyllis Land Usher
	Sister Emily Walsh
	Joseph Weaver
	Allan McKiel

GROUP 6 - Green Ribbon

Discussion Leader	Charr Skirven
Recorder	Sue Moeschl
Resource Person	Bev Martin
Delegates	Mary Belles
	Mary Beth Bonaventura
	David A. Bucove
	Margaret Bunsold
	Howard Goodhew
	Margaret L. Hamilton
	Jerry Hile
	Deborah K. Hipes
	Jacob L. Kloepfer
	Betty Martin
	Dharathula Millender
	Douglas B. Morton
	William M.S. Myers
	Patricia L. Price
	Elaine Ramsey

GROUP 6 cont'd

Delegates	Molly K. Robertson
	James E. Van Winkle
	Mary Watkins
	Sidney H. Weedman
	Douglas E. Welcher
	Mrs. James Smith

GROUP 7 - Purple Ribbon

Discussion Leader	Dan Callison
Recorder	Sandi Thompson
Resource Person	John Robson
Delegates	Col. Albert E. Allen
	Charles J. Bertram
	Theressa Bynum
	Linda Canty
	Steven V. Hall
	Ann Hanes
	Bill Hisrich
	Jack Humphrey
	Judson R. Kring
	Kay K. Martin
	Sophie Misner
	Ann Moreau
	Gene Platt
	Roena J. Rand
	Susie Reinholt
	William D. Scherer
	Roger E. Whaley
	Loren R. Williams
	Barbara E. Wolfe
	Marjorie Woods

GROUP 8 - Brown Ribbon

Discussion Leader	Kathy Hackleman
Recorder	Ruth Hahn
Resource Person	Sherrill Franklin
Delegates	Joyce Brinkman
	Jack Carmean
	Ed Castor
	Rosalie A. Clamme
	F. Gerald Handfield, Jr.
	Virginia M. Hiatt
	Leon Jones
	Henry Kazmier
	Dennis Kruse
	Hertha H. Moran
	Marcia S. Morrill
	Dr. John Nichols
	Lawrence Reck
	Patricia Ann Ritz
	Otis Romine
	Kathy Schwingendorf
	Dixie D. Wilson
	Michael B. Wood

GROUP 8 cont'd

Delegates	Elizabeth Zix
	Phyllis Biddinger

GROUP 9 - Goldenrod Ribbon

Discussion Leader	Dennis Lawson
Recorder	Lissa Shanahan
Resource Person	Jim Cline
Delegates	Lawrence L. Buell
	Carl V. Cauble
	Betty Canary Clark
	Janice D. Coffeen
	Kathy Heaston
	Sarah Holterhoff
	Margaret A. Julien
	Fern E. LaLonde
	Dennis Joe LeLoup
	Walter D. Morrill
	Wayne Moss
	Jean Patton
	Virginia H. Reeves
	Ophelia G. Roop
	George Sereiko
	Frank Slaby
	Julie Woodburn
	Sheryl B. Yoder
	Ruth Fleming
	Doris Goins

GROUP 10 - Gray Ribbon

Discussion Leader	Roberta Kovac
Recorder	Kathryn Densborn
Resource Person	Harold Boyce
Delegates	Marcia Carlson
	Frederick Clark
	Gail Coon
	Carol Derner
	Dr. Henry J. Hector
	Don Johnson
	Robert L. Justice
	Wanda R. Lawrence
	Lee Lonzo
	Warren Munro
	James Neal
	Judith Petrau
	Forrest L. Rhode
	Deborah A. Salyer
	Kathy Smith
	Donna M. Snyder
	Philip Young
	Rick Miller
	Roberta L. Parks
	Robert H. Puckett

APPENDIX F

THE GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
November 16-18, 1990 • Union Station Holiday Inn, Indianapolis

THE INFORMATION SHOWCASE

Information retrieval is changing rapidly in Indiana libraries as computer technology advances. Information in libraries can be obtained by a manual search of publications, through online or compact disk (CD) database searches or through interactive video disks. A database can be an index to publications or the complete text of a book, magazine, newspaper, encyclopedia, dictionary or statistical file. Millions of citations to publications, or the publications themselves, can be searched quickly using databases. While online databases provide current information, the telecommunication and access charges are very high. Compact disks are becoming more popular for information storage since they are relatively inexpensive and hold an enormous amount of information - the equivalent of 250,000 book pages or 1500 floppy disks. Interactive video disks allow individuals to learn at their own pace by providing menus and the ability to interact with the computer and the information provided.

The Information Showcase will provide demonstrations of online and compact disk databases and interactive video disks available in Indiana libraries. Also, examples of questions that individuals using the databases or video disks might ask are provided. Please ask questions that interest you or request a demonstration of a particular database or video disk and its capabilities.

INDIANA STATE LIBRARY

INDIANA STATE DATA CENTER

The Indiana State Data Center provides demographic and economic data from the Bureau of the Census and other sources. The 1987 Economic Censuses and the 1990 Census of Population and Housing will be on compact disks as well as in publications. Compact disks being demonstrated by State Data Center staff are:

1987 Economic Censuses: Retail, Wholesale, Service, Transportation

1988 County & City Data Book

1987 Census of Agriculture

U.S. Imports of Merchandise (monthly)

U.S. Exports of Merchandise (monthly)

County Business Patterns 1986 & 1987

ABI/Inform - Business Periodical Index and Abstract

Educational Resources Information Center (ERIC)

Government Printing Office (GPO) - Index to Federal Publications

Toxic Chemical Release Inventory

QUESTIONS:

How many restaurants are in Marion County?

What magazine articles are available about the Japanese automobile industry in the United States?

Are there any companies in Indiana that use carbon tetrachloride in their manufacturing process and how do those companies safely dispose of the chemical?

INDIANA STATE LIBRARY

THE BUSINESS DISC

The Business Disc is an interactive video disk which guides entrepreneurs through the decision making process of developing a business plan and also through the first year of a business based on the data in the business plan. In developing a business plan, issues that need to be addressed are:

How much shoud be spent on advertising for the first year of business?

How much will the product cost?

How much insurance will be needed?

HYPERCARD
WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SCIENCE

The 1980 White House Conference on Libraries and Information Science was the basis for this interactive video disk. A menu driven program provides individual state data and information about the role of libraries in our society and economy.

INDIANA STATE LIBRARY

DATA RESEARCH (DR)

The Indiana State Library is demonstrating the software used to provide their online catalog and circulation system.

QUESTIONS:

Does the State Library own *The Geranium on the Window Sill Just Died, But Teacher You Went Right On* or any other poetry books by Albert Cullum?

Is this book available to be checked out?

If not, when will it be returned to the library?

INDIANA COOPERATIVE LIBRARY SERVICE AUTHORITY (INCOLSA)

INCOLSA coordinates the automation effort in Indiana libraries through workshops, training and consultation. The online and compact disk databases being deomonstrated by INCOLSA are:

Comptons's Multi-Media Encyclopedia

World Book Encyclopedia

Readers' Guide Abstracts

Encyclopedia of Associations

PhoneDisc

BiblioMed

Indiana Youth Resources Information Network (IYRIN)

OCLC Search CD 450

QUESTIONS:

Which libraries have video tapes on penguins which might be borrowed?

Find information and catalogs desecribing and pricing antiques hood ornaments for cars.

Find information earthquake preparedness.

What was the original cause of President Kennedy's chronic back injury?

What cultural organizations have their headquarters in Indiana

What is the impact of the American With Disabilities Act on small businesses?

What are corn laws? What did the first ones do?

Who was the first woman to serve as a U.S. Senator?

What is the employer's responsibility or obligation regarding job security and benefits for reservists called up to serve in Desert Shield?

INDIANA BUSINESS RESEARCH CENTER

ECONOMIC DEVELOPMENT INFORMATION NETWORK (EDIN)

The EDIN database was developed by Indiana Business Research Center, the research division of the Indiana University School of Business. EDIN provides demographic and economic data for the 50 states and Indiana counties and cities.

QUESTIONS:

How many school-aged children will be living in the northwest counties of Indiana in the year 2000? 2005? 2010?

Employment is shifting from the manufacturing sector to the service sector. How does this trend show up in Lake County? Allen County? Floyd County?

Who is my legislator? Who are the mayors and town presidents in my county? Where is the nearest Business Development Center? Which libraries are available to me?

INDIANA UNIVERSITY - PURDUE UNIVERSITY INDIANAPOLIS

SUPERBOOK

SUPERBOOK is a powerful means of reading, browsing, and searching any printed material that has been made machine readable. Any word, combination of words or sections within a text can be found immediately by a simple command. Notes can be made on the margins or an original document can be made using bits and pieces from different publications.

MULTIMEDIA PROJECT

Computer monitors conventionally display text and graphical information, not the type of video images one sees on the television screen at home. The Multimedia project in the Learning Technologies Laboratory at IUPUI is aiming toward researching and developing computer hardware/software systems capable of displaying full motion video images on a computer screen. Through a simple menu on a computer monitor an individual can choose to look at a video, hear sounds (music, voices, etc.), read a text or write notes about what is being studyed. A wide variety of information sources have been brought together at one place with little effort.

APPENDIX G

NOMINATION AND PETITION FORM

THE FOLLOWING PARTICIPANTS IN THE INDIANA GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES HEREBY REQUEST THAT THE NAME OF_____, WHO WILL REPRESENT THE CATEGORY OF _____, BE PLACED IN NOMINATION FOR THE ELECTION OF NATIONAL DELEGATES TO ATTEND THE WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I _____do hereby consent that my name be placed in nominaton to serve as a national delegate to the White House Conference on Libraries and Information Services.

In order for this nomination form to be validated, all persons who sign this form must be a primary delegate of a Planning Committee or sub-committee member to the Indiana Governor's Conference.

APPENDIX H

ISSUES REPORT FORM

Group # _____ Discussion Leader_____

Recorder_____ Theme_____

Issues should be stated in active, concrete terms.

ISSUES #1_____

ISSUES #2_____

ISSUES #3_____

ISSUES #4_____

ISSUES #5_____

Session Notes

Recorder: _____ Theme: _____

Major points, suggestions Themes	Details, facts, examples, comments

APPENDIX I

INDIVIDUAL RESOLUTION FORM

BE IT RESOLVED THAT_____

SUBMITTED BY_____

INDIVIDUAL RESOLUTIONS MUST BE SUBMITTED TO THE GOVERNANCE/RESOLUTIONS COMMITTEE (LOCATED IN THE ELEVATOR LOBBY, formerly the Registration Table) BY 1:30 PM ON SATURDAY NOVEMBER 17. RESOLUTIONS MUST BE PERTINENT TO THE THREE THEME AREAS OF DEMOCRACY, PRODUCTIVITY, AND LITERACY.

DATE SUBMITTED_____ TIME SUBMITTED_____.

APPENDIX J

STATE OF INDIANA

INDIANA STATE LIBRARY
140 North Senate Avenue
Indianapolis, IN 46204
(317) 232-3675

Charles Ray Ewick, Director

DIVISIONS:
BLIND AND PHYSICALLY HANDICAPPED
CATALOG
DATA SERVICES
EXTENSION
GENEALOGY
INDIANA
REFERENCE AND LOAN

March 15, 1990

Dear Fellow Citizen,

On behalf of Governor Evan Bayh, I would like to invite you and your colleagues to consider nominating delegates to attend the **Indiana Governor's Conference on Libraries and Information Services**. The Conference will be held at the Indianapolis Holiday Inn at Union Station on **November 16, 17, 18, 1990** (Friday, Saturday, Sunday). The goal of the Indiana conference is to develop recommendations for further improvement of library and information services as they impact the increase of productivity, expansion of literacy, and strengthening of democracy in our state.

Delegate nominations are being solicited from four primary groups of Indiana citizens: general public, government officials, library and information supporters, library and information professionals. Twenty delegates and four alternates will be selected from each of the 10 Congressional Districts in Indiana.

The Conference has been convened by Governor Bayh in response to a White House Conference which has been called by President Bush and will be held in 1991.

During the Indiana Conference, twelve delegates and forty alternates will be selected to attend the White House Conference in Washington, D.C. to represent the interests of Indiana citizens regarding libraries and information services.

Delegate nomination forms are due May 1, 1990. Additional forms may be requested from the Indiana State Library.

Enclosed you will find a *press release* along with *delegate nomination forms* and *fact sheet* which can be distributed widely to your associates, colleagues, and friends. We would appreciate your assistance in helping us to find a **diverse but representative group of Indiana citizens** who have an interest in helping us develop an information policy which will effectively impact democracy, productivity, and literacy.

If you should have additional questions, please call the State Library Extension Division staff at 1-800-451-6028 or 232-3290 (Martha Catt, Public Information Director), 232-3715 (Martha Roblee, Associate Director for Extension Services), 232-1938 (Jean Jose, Assistant Director) or myself at 232-3692.

Sincerely,

C. Ray Ewick
Director

An Equal Opportunity Employer

THE INDIANA GOVERNOR'S CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1990

INDIANA STATE LIBRARY
140 N. Senate Avenue
Indianapolis, Indiana 46204
Office of the Director

Fact Sheet

GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES

THEME	"Libraries - Link to Learning"
DATE	November 16, 17, 18, 1990 (Friday, Saturday, Sunday)
LOCATION	Indianapolis, Indiana - Holiday Inn at Union Station 123 West Louisana Street
SPONSOR	Governor Evan Bayh
COORDINATOR	Indiana State Library
GOAL	Develop an information policy for Indiana relating to an increase in productivity, expansion of literacy and strengthening of democracy.
STRUCTURE	Two full days of conference activities beginning at 1 p.m. on Friday and concluding at Noon on Sunday. Renowned speakers from across the nation will be invited to address the conference theme. Ample time will be devoted to small group discussion.
DELEGATES	Two hundred delegates representing the general public, government officials, library and information supporters, library and information professionals from each of the ten Congressional Districts in Indiana.
EXHIBITS	An Information Exposition featuring technological innovations which are and can be used in the access and delivery of information will be available for both delegates and the general public to examine.

PRESS RELEASE
For Immediate Release
March 15, 1990

Martha E. Catt,
Public Information Director
Indiana State Library
140 North Senate Ave.
Indianapolis, IN 46204
317-232-3290 or 1-800-451-6028

STATE LIBRARIAN SEEKS DELEGATES FOR GOVERNOR'S CONFERENCE

State Library Director, C. Ray Ewick, announced today that Governor Bayh has called for a Governor's Conference on Libraries and Information Services to be held November 16 - 18, 1990 in Indianapolis. The conference theme is "Libraries - Link to Learning".

Twenty delegates and four alternates will be selected to represent each of the ten Congressional Districts in Indiana at the state-wide conference. Delegates will be selected from among four primary groups: the general public, government officials, library supporters and library and information professionals.

Indiana residents interested in serving as delegates to the conference are asked to complete a "delegate nomination form" before May 1, 1990 and send it to the State Library. Forms are available from the Indiana State Library, 140 N. Senate Avenue, Indianapolis, IN 46204 as well as from local public libraries.

The purpose of the Governor's Conference will be to develop a statewide information policy as it relates to the increase of productivity, expansion of literacy, and strengthening of democracy among Indiana residents. Education is the process that has been identified as the common denominator by which productivity, literacy and democracy can be sustained.

Most other states will be holding similar conferences. President Bush has called for a White House Conference on Libraries and Information Services which will be held in July 1991. During the Indiana conference, delegates will be selected to attend the national conference in Washington, D.C.

The last Governor's Conference on Libraries was called by Governor Otis Bowen and held in 1978.

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NOMINATION FORM
INDIANA PRE-WHITE HOUSE GOVERNOR'S CONFERENCE, NOVEMBER 16-18, 1990

Name _____

Address (Work) _____

Address (Home) _____

Telephone (Work)_____ (Home)_____

Occupation _____

Congressional District _____or Name of U.S. Congressional Representative_____

CITIZEN/GOVERNMENT NOMINEES

Check the group(s) below which best describes the nominee. Check as many as are applicable to the nominee.

_____Business
_____Professional
_____Elected Government Official
_____Federal/State/Local Official
_____Education
_____Labor
_____Agricultural
_____Youth
_____Religious
_____Homemaker
_____Cultural
_____Leisure
_____Other
_____Communications
_____Volunteers
_____Unemployed
_____Publishing
_____Information Science
_____Senior Citizen
_____Civic/Service/Fraternal
_____News Media
_____Minority Groups

LIBRARY RELATED NOMINEES

Check the group(s) below which best describes the nominee.

_____Library Trustee
_____Public Library
_____Academic Library
_____Research Library
_____Post Secondary Vocational School Library
_____Other
_____Special Library
_____School Library/Media Center
_____Network/Consortia Library
_____Information Scientist
_____Library Supporter
_____Friends of Indiana Libraries

Nominees' Specific Interest in Libraries or the Three Theme Areas of the Conference (democracy, literacy, productivity)* _____

_____

Name Submitted by _____

*Attach a resume or statement explaining the interest or involvement.

PERSONAL INFORMATION

Completed education level
_____high school
_____college
_____graduate

Sex
_____female
_____male

Race
_____black
_____white
_____hispanic
_____other

Age
_____under 18
_____19-25
_____26-45
_____46-60
_____60+

Handicap/disability
_____blind
_____deaf
_____motor
_____other

Mail Nominations to: Extension Division
140 N. Senate Ave.
Indianapolis, IN 46204-2296

Deadline for submission of nominations is May 1, 1990